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ABSTRACT

This two year report for 1988-1989 provides a summary of all program activities carried out by the UNESCO Principal Regional Office for Asia and the Pacific (PROAP) during this period. Separate reports for 1988 and 1989 are included, and each contains the same three parts. Part 1 discusses the major programs undertaken by PROAP; these include Education for All; The Formulation and Application of Education Policies; Education, Training, and Society; and Peace, International Understanding and the Rights of Peoples. Part 2 describes the inter-country operational programs conducted by PROAP. Part 3 lists, by country, the projects supported by UNESCO in association with external sources of funding. An annex that lists PROAP publications produced in 1989 is included. (DB)

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PREFACE

This two year report for 1988-1989 provides a brief summary of all programme activities carried out by the Unesco Principal Regional Office for Asia and the Pacific (PROAP) during this period.

PROAP's programme activities funded by its regular programme budget are supplemented by special regional programme activities financed by external sources: financing agencies within the United Nations system or individual Member States. PROAP is also entrusted to execute a number of national projects financed by external sources. All these activities in the fields of Unesco's competence are complementary in supporting the Member States' endeavours at improvement and development.

In the report for each year 1988 and 1989, activities are presented in Part I by sub-programme as adopted by the General Conference of Unesco. Part II covers inter-country operational projects supported by extra-budgetary resources. Part III lists operational national projects decentralized to, and administered by PROAP.

REPORT FOR 1988

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MAJOR PROGRAMME II
Education For All

PROGRAMME II.1 Promotion of General Access to Education: Development and Renewal of Primary Education and Intensification of the Struggle Against Illiteracy

Sub-programme II.1.1 Better Understanding of the Problem of Illiteracy

Dissemination and exchange of information

One issue of the APPEAL Newsletter was produced and disseminated both in and outside the Region. Contributors have sent their inputs for the next issue which is under preparation.

Alerting and mobilizing public opinion

A press kit containing feature articles on the struggle against illiteracy in Asia and the Pacific was produced by the Press Foundation of Asia in collaboration with PROAP, and distributed to approximately 150 newspapers in the Region through the Depthnews Network, particularly for use on 8 September 1988, International Literacy Day. In addition, three articles were produced by PROAP on Unesco supported activities in countries of the Region, notably Australia and Thailand.

The Assistant Director General for Co-ordination of Unesco Activities in Asia and the Pacific/Director PROAP was interviewed on Radio Thailand on the struggle against illiteracy in the Region. The programme was broadcast on 8 September. On the same day a five-minute television documentary on the literacy/continuing education project in the Rajatapan Slum, Bangkok, was televised by TV channel 9, Bangkok.

A panel discussion on the literacy situation in Asia and the Pacific was organized and telecast on national television in Australia. At the request of the Australian Council for Adult Literacy, Inc., a staff member of PROAP participated in the discussion to put the Australian experience in the regional perspective, specifically within the context of APPEAL.

An International Literacy Day poster featuring a green maze on red background was designed by the PROAP graphic artist and produced. The maze reads "illiteracy" and the accompanying text reads "LITERACY: THE ONLY WAY OUT". The design of the poster was also reproduced as a postcard-cum-calendar for wide distribution.

Sub-programme II.1.2 Assistance for the Framing and Implementation of National, Regional and International Strategies for the Promotion of General Access to Primary Education and its Renewal and for the Eradication of Illiteracy

Framing of national, regional and international strategies and plans for the eradication of illiteracy which link the universalization and renewal of primary education to literacy teaching for adults

The First Meeting for Regional Co-ordination of APPEAL was held in PROAP, Bangkok on 14-18 November 1988. The Meeting was attended by the Chairman/Head of the National Co-ordination Committees/Mechanisms of APPEAL in Australia, Bangladesh, China, India, Indonesia, Japan, Lao PDR, Malaysia, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Viet Nam and Thailand. Representatives of UNDP, UNICEF, Asian Development Bank, ASPBAE, ACCU and the Yomiuri Shimbun newspaper also participated as observers. Prior to the meeting, the National Co-ordination Mechanisms of APPEAL in the participating Member States had prepared National Studies of APPEAL. A Regional Study of APPEAL was then prepared based on the national studies and used as a working paper of the Meeting.

The Meeting assessed the progress in the implementation of APPEAL, identified the main problems and issues and made suggestions on various actions to be undertaken in order to achieve the goals of APPEAL. At the conclusion of the Meeting, countries in the world with over ten million illiterates, i.e., Bangladesh, Brazil, China, Egypt, India, Indonesia, Nigeria and Pakistan were invited to Pattaya City (Thailand) for a one-day meeting on 19 November 1988 to work out special measures to deal with the problems of those countries. All except Nigeria were in attendance and Viet Nam attended as an observer.

The National Co-ordination Committee for APPEAL of Nepal organized a National Seminar on Education for All and launched APPEAL, on 22-26 May 1988. The Seminar was attended by ADG Co-ordinator of Unesco Activities in Asia and the Pacific and Director PROAP.

The National Co-ordination Committee for APPEAL of Pakistan organized a National Seminar on APPEAL on 9-14 July 1988 to mark the launching of APPEAL in Pakistan. The seminar was attended by ADG Co-ordinator of Unesco Activities in Asia and the Pacific and Director PROAP.

The Philippines organized a National Congress on APPEAL in Manila, Philippines on 25-26 January 1989. On that occasion, the Director General of Unesco addressed the Congress. All regional directors were present during the occasion.

The National Co-ordination Committee of APPEAL of Viet Nam organized two National Workshops on APPEAL, one in Hanoi, on 21-24 March 1988, and another in Ho Chi Minh City, on 24-28 March 1988. The workshop in Ho Chi Minh City was attended by ADG Co-ordinator of Unesco Activities in Asia and the Pacific and Director of PROAP.

Acquisition of documents related to regional co-operation in the eradication of illiteracy continued.

A June mission to Viet Nam reviewed the Unesco supported National Experimental Project for Local Persons to Teach Both Adults and Children. Meetings were held with the project implementing team both in Hanoi and at a project site in Hagiang Town, Ha Tuyen Province. The project aims to train 100 teacher trainers to be able to teach the 18 groups of ethnic adult illiterates and children in remote and inaccessible mountainous areas. The curriculum and materials were reviewed and plans were adjusted. In September in connection with an inter-agency project formulation mission, the project's progress was reviewed with the authorities. A course took place in November 1988 on the subject of training teacher trainees to handle adult literacy classes in mountainous areas.

A contract was passed with the Srinakharinwirot University (Thailand) to develop and publish a teacher's manual (in Thai) for providing continuing education for children and adults in rural areas. The manual is the result of Unesco's support to the Experimental Project on Rural Development through Continuing Education for Children and Adults. It will be distributed to most primary schools in the country so as to disseminate on a national scale the experience gained from the experimental project.

A report of the Unesco supported Experimental Project on Literacy and Civic Education for Rural Women (1985-1988) has been completed. The report will be disseminated both in and out of the Region.

Development and renewal of primary education

The Regional Workshop on Promotion of Equal Access for Education and Educational Opportunity for the Disadvantaged Population Groups was organized in Beijing/Lanzhou, China from 18-27 October 1988. Primary education specialists from Australia, Bangladesh, China, India, Indonesia, Maldives, Nepal, Papua New Guinea and Thailand participated. The workshop reviewed the situation of primary education of the disadvantaged population groups; shared and exchanged experiences and results of innovative approaches, methods and materials used to promote increased participation of the disadvantaged population groups in primary education; and outlined complementary and alternative strategies for operational plans focused on innovative methods and approaches for improving the participation in and quality of universal primary education for the disadvantaged population groups.

Eight Member States (Bangladesh, China, India, Indonesia, Nepal, Pakistan, Philippines, and Thailand) received Unesco PROAP support for preparing national studies and for organizing national workshops on universal primary education for disadvantaged population groups.

A three-week attachment training in non-formal primary education for girls in rural areas was organized from 28 November to 16 December 1988 at the Indian Institute of Education, Pune, an Associated Centre of APEID. Four specialists, one each from Afghanistan, Bangladesh, Nepal and Pakistan attended the training programme.

Promotion of literacy and post-literacy programmes

Evaluation of the impact of Unesco's contribution to literacy programmes in one Member State will be conducted in 1989. For this purpose, China has been selected where over 3000 literacy teachers, especially those in remote rural areas and ethnic minority groups, have been trained during 1983-1988 with Unesco's support.

A contract was issued to a consultant to develop a methodological tool for the evaluation of Unesco supported literacy/continuing education efforts in China. The evaluation is scheduled to take place in March-April 1989.

A contract was issued to the Philippines to organize in January 1989 a National Congress on APPEAL which aimed to develop an integrated approach for the implementation of APPEAL and solicit co-operation and participation of all concerned at macro and micro levels.

Action to combat relapse into illiteracy and functional illiteracy and promotion of educational activities to help young school-leavers

A Regional Workshop on the Preparation of Literacy Follow-up Materials was organized by the Asian Cultural Centre for Unesco (ACCU) Japan and the Community Development Division, Ministry of National and Rural Development of Malaysia in collaboration with PROAP, and held in Kuching, Malaysia, on 20-29 September 1988. The workshop was attended by participants from Bangladesh, China, India, Indonesia, Iran, Laos, Malaysia, Nepal, Pakistan, Philippines, Thailand, and Viet Nam, and developed booklets, posters, slide/tapes and videos for neo-literates.

PROAP and ACCU are assisting the Member States to carry out national activities as a follow-up of the Regional Workshop.

Sub-programme II.1.3 Training of literacy personnel

Training of planners and administrators for the provision of Education for All

A Sub-regional Workshop on Planning and Capacity Building for the Development and Reform of Education in Small Island Countries was held in Suva, Fiji, from 17 to 21 October 1988. Ten participants and six observers from ten small island countries including Cook Island, Fiji, Kiribati, Marshall Islands, Solomon Island, Tokelau, Tonga, Tuvalu, Vanuatu, and Western Samoa, and three resource persons and two PROAP staff members took part in the activity.

The revised PROAP microcomputer-based Integrated Planning Model for Education for All has been applied in a series of national studies and the results and methodology were presented at the First Meeting for Regional Co-ordination of APPEAL held at PROAP in November 1988.

Training of primary education personnel

A Sub-regional Training Workshop on Multigrade Teaching in Rural Primary Schools was organized in Jakarta, Indonesia from 23 November to 2 December 1988. Primary education specialists from Australia, Bangladesh, China, India, Indonesia, Malaysia, Maldives, Nepal, Pakistan, Philippines, Republic of Korea, and Thailand participated. The workshop exchanged experiences on innovative approaches, methods and materials used in multigrade teaching; analysed learning difficulties and other problems which arise in multigrade teaching; and developed teaching/learning strategies and methods for improvement of multigrade teaching.

Nine Member States, namely Australia, Bangladesh, China, India, Indonesia, Maldives, Nepal, Pakistan, and Philippines were provided support to prepare in-depth studies and to organize national workshops on the subject.

In preparation for a second Sub-regional Training Workshop on Multigrade Teaching in the Pacific in 1989, a Draft Diagnostic and Resource Handbook for In-service Training of Teachers is being prepared by the University of the South Pacific, under contract.

Training of literacy and post-literacy personnel

A Working Group Meeting on International Literacy Year under APPEAL was organized on 11-14 October 1988 in New Delhi in co-operation with the Government of India. High level personnel from Afghanistan, Bangladesh, India, Indonesia, Iran, Nepal and Pakistan participated in the Meeting along with representatives from UNICEF and the World Bank. The meeting prepared a plan of action to eradicate illiteracy under International Literacy Year with special reference to the participating countries.

The Regional Workshop on Development of Training Materials (Phase III) was held in Harbin City, China, from 13 to 23 August 1988 with participants from Afghanistan, Bangladesh, China, India, Indonesia, ACCU Japan, Lao PDR, Malaysia, Nepal, Pakistan, Philippines, Viet Nam and Thailand.

The following volumes of the APPEAL Training Materials for Literacy Personnel (ATLP) prepared during the workshop are being printed:

1. Principles of Curriculum Design for Literacy Training
2. Principles of Resource Design for Literacy Training
5. Exemplary Training Manual - Extra Money for the Family
6. Exemplary Training Manual - Our Forests
7. Exemplary Training Manual - Village Co-operatives
8. Exemplary Training Manual - Health Services
9. Specifications for Additional Exemplary Training Manuals

The following training materials are also being finalized:

Volume 3 -	Manual for Senior Management
Volume 4 -	General Training Manual for Supervisors and Trainers of Trainers

Volume Nos. 10, 11 and 12 on Continuing Education, Evaluation and Implementation respectively are being written by consultants and a staff member.

Prior to the workshop a faculty meeting was held in Pattaya City, Thailand, from 1-12 August 1988 which was attended by 12 consultants and resource persons from Australia, Bangladesh, China, India, Indonesia, Malaysia, Nepal, Philippines and Thailand.

Support was provided to China to hold a National Workshop on Development of Literacy Training Materials to adapt APPEAL Training Materials for Literacy Personnel (ATLP) in early 1989.

PROGRAMME II.2 Democratization of Education

Sub-programme II.2.1 Standards and General Measures at the National and International Levels and Study of the Various Aspects of the Democratization of Education

Analysis of the obstacles hindering and factors encouraging the democratization of education and support for reforms and measures designed to promote it

Malaysia's proposal to conduct a study and a national workshop on obstacles to the democratization of education has been accepted. The study will identify and analyze the economic, social and cultural factors which lead to situations of educational inequality between different population groups. The report of the study will be one of the working documents of the national workshop which would contribute to drawing up programmes and activities particularly of a preventive and compensatory nature for the benefit of disadvantaged groups.

Sub-programme II.2.3 Promotion of Early Childhood Education

Training of pre-school education personnel

Negotiations are well advanced regarding hosting a workshop in 1989, with focus on parental education. The site is expected to be the SETO GURANS Project (assisted by UNICEF) in Nepal with substantive contributions from equivalent projects in Viet Nam, Thailand, Malaysia and Sri Lanka.

The printing of the Early Childhood Source Book (0-3 years) has started.

PROGRAMME II.3 Adult Education

Sub-programme II.3.1 Promotion of Adult Education

Training of adult education personnel

Negotiations are under way with New Zealand to host a sub-regional workshop on identification of needs, policy making, and methods of training adult education personnel to be held in 1989.

Sub-programme II.3.2 Adult education and work

Continuing Education and the World of work

A contract has been given to the Department of Teacher Education for the organization of a Sub-regional Workshop on New Practices in Extension Work in Science and Agriculture to be held at Chiangmai Teachers College in 1989.

PROGRAMME II.4 Equality of Educational Opportunity for Girls and Women

Sub-programme II.4.1 Identification of Obstacles to Educational Equality between Men and Women

Measures to promote educational equality

Australia, through the Victoria State Department of Education and Monash University, has agreed to host a regional seminar on elimination of sexist stereotypes in children's textbooks. Preparatory arrangements and preparations of the substantive inputs are under way for the seminar which is to be held in 1989.

Sub-Programme II.4.2 Promotion of General Access to Education for Girls and Women

Literacy and post-literacy instruction and education in civics for women

The terminal report of the Experimental Pilot Project on Functional Literacy and Civic Education for Women and Girls, Lucknow, Uttar Pradesh, India, is still awaited. With the approach of International Literacy Year, ED/SPO and PROAP have agreed that the report of this project (and of similar projects in other parts of the world) will be published. A contract has been issued to an Indian educator to prepare a comprehensive report of the project based on the common guidelines for reports of similar projects in other parts of the world.

The implementation of Project LEARN in Kabankalan, Negros Occidental (Philippines), has been completed based on the baseline survey of the target population. The seminars for the trainers and workshops for educators were held in August and September 1988 respectively.

Under contract Training Workshops for Women in Hunan Province, China were held on 15-24 October and again on 5-14 November, 1988. The workshops were designed to train women literacy workers to develop post-literacy/continuing education materials for rural women. A contract was also issued to support a Seminar on Peasants and Herdsmen Education in the ethnic areas of Northwest and Southwest China between 25 August to 30 November 1988.

As a continuation of the surveys on materials in civics awareness among women (1986-1987), four countries (India, Philippines, Sri Lanka and Viet Nam) were requested to nominate a researcher to conduct a "state of the art" study in production of materials on civic education for women with limited reading skills. The outcomes of the studies will be analyzed and synthesized for publication.

A contract has been issued to the Bureau of Non-Formal Education, Department of Education, Philippines to conduct a leadership training project for 180 women leaders and female youth in three regions of the Department of Education.

A contract has been issued to the Lao Women's Union to conduct a workshop for the promotion of civic and social awareness, including health and nutrition, legal rights, environmental issues and inculcation of scientific attitudes. The participants of the project will be cadres of the Union who will in turn work with women at the grassroots level in four central provinces of Lao PDR. The activity is expected to conclude by 30 April 1989.

Sub-programme II.4.4 Education Role of Women in Society

Briefing of parents in the problems of educating children in a spirit of shared responsibility

(Action associated with Sub-programme II.2.3 in 1989)

PROGRAMME II.5 Development of Education in Rural Areas

Sub-programme II.5.1 Extension and Improvement of Education in Rural Areas

Training of rural educational personnel

A Sub-regional Seminar on educational programmes and methods aimed at preparing young people for productive work was organized from 28 November to 5 December 1988 in Chiang Mai, Thailand. India, Pakistan, Philippines, Sri Lanka and Thailand participated in the seminar, which was hosted by the Department of Teacher Education, Ministry of Education, Thailand. The Seminar analyzed and synthesized the country experiences in the context of the objectives of the Seminar and prepared short-term and long-term programmes and strategies to prepare young people for productive work.

Sub-programme II.5.2 Improved Contribution of Education to the Development of Rural Areas

The village school and rural community development

A supplementary provision was made to continue technical and financial assistance to the Bangladesh Academy of Rural Development (BARD) for full scale implementation of the project and extension and dissemination of the experiences. The current emphasis of the project is on training and development of materials in agriculture, health and nutrition and linking those components to rural community development.

The work of the project has now been extended to eight additional primary schools with particular emphasis on dissemination and sharing of experiences and outcomes.

PROGRAMME II.6 Promotion of the Right to Education of Particular Groups

Sub-programme II.6.1 Action on behalf of disabled persons

Training of personnel involved in the education of disabled

Arrangements have been completed for the Sub-regional workshop on the hearing disabled (development of a sign language), to be held in May 1989. The manual for the workshop has been completed. Participants to the workshop will come from the countries of the South Pacific. The activity is being organized through the kind co-operation of the Unesco Office for the Pacific States.

The manuscript of a source book for training teachers tentatively entitled "Manual for Educating Mentally Disabled" is being developed under contract by the Special Education Centre, Macquarie University, Australia. The manuscript is expected in early 1989.

MAJOR PROGRAMME IV
The Formulation and Application of Education Policies

PROGRAMME IV.1 Contribution to the Formulation and Application of Education Policies and Strengthening of National Capacities with regard to Educational Planning, Management, Administration and Economics

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Sub-programme IV.1.1 Promotion of education policies

Reflection on strategies and policies for the development of education and strengthening of the national capacities necessary for their formulation, application and evaluation

In conjunction with Sub-programme II.1.3, the Sub-regional Workshop on Planning and Capacity Building for the Development and Reform of Education in Small Island Countries was held in Suva, Fiji, from 17 to 21 October 1988. Ten participants and six observers from ten small island countries including: Cook Island, Fiji, Kiribati, Marshall Islands, Solomon Island, Tokelau, Tonga, Tuvalu, Vanuatu, and Western Samoa, and three resource persons and two staff members took part in the activity. This workshop was a precursor activity to the Sub-regional Seminar on Perspective Planning for Long-term Educational Development in Small Island Countries tentatively planned for September 1989.

Regional conference and other regional meetings on education policies and co-operation in education

The French version of the report of the Fourth Session of the Advisory Committee on Regional Co-operation in Education in Asia and the Pacific was printed and distributed.

Those Members and Alternates of the Advisory Committee whose appointments expired in 1988 have been reappointed.

The Fourth High-Level Consultation of Senior Pacific Islands Education Officials was organized by the Unesco Office for the Pacific States and held in Nuku'alofa from 27 to 29 June 1988 in collaboration with the Government of Tonga. The event was timed to honour the 70th birthday of His Majesty King Taufa'ahau Tupou IV and to ensure that conclusions and recommendations would be made in time to be taken into account in the preparation of the next Draft Programme and Budget (25 C/5). The meeting was attended by Member States from the Pacific region: Australia, Fiji, New Zealand, Papua New Guinea, Tonga and Western Samoa, as well as observers from Cook Islands and the Solomons.

Co-operation with Member States with regard to education policies and reforms

Preparation is in progress for organizing in March 1989 in Bangkok the Regional Seminar on Implementation of Educational Policies and Reforms. Arrangements have been made with the Institute for the Development of Educational Administrators (IDEA) of Thailand to co-host this activity. The National Economic and Social Development Board (NESDB), the National Education Commission (NEC) and the Planning Division of the Ministry of Education of the Royal Government of Thailand will be involved in addressing specific aspects of educational reforms and their implementation.

Reform experiences of selected countries in the region particularly India, Japan, Republic of Korea, China and Bangladesh are being documented to provide substantive inputs to the Seminar. A secretariat paper entitled: "Futures of Education in Asia and the Pacific - A Reappraisal" has been prepared and circulated for comments.

During 1988 advisory services on educational policy reform have been provided during staff missions to Afghanistan, Bangladesh, Bhutan, Samoa and Tonga in April and May. A staff paper entitled "Education in Bhutan - Some preliminary insights into its development" has been prepared.

Sub-programme IV.1.2 Improvement of Educational Planning, Administration and Management

Training of educational planners, administrators and managers at the local, national, sub-regional, regional and international levels

A consultant from the National Institute of Educational Planning and Administration (NIEPA), New Delhi, assisted PROAP in updating and revising the Handbook on Micro-level Educational Planning and Management in January 1988.

The Institute for the Development of Educational Administrators (IDEA) of Thailand has been offered a contract to assist PROAP in compiling the first issue of the EPMS Newsletter using microcomputer-based desktop publishing facilities.

The regional directory of institutions involved in educational planning and management is being enlarged to include agencies directly involved in educational planning, management and statistics with a view to constituting an inter-institutional network in this field.

Support to National/Regional Training

A PROAP staff mission was carried out to conduct a training course for six national education officers of the Department of Education of Bhutan in microcomputer-based EMIS from 31 March to 10 April 1988 in Thimphu.

Technical and financial support were provided to the Department of Education of Western Samoa for the organization of a National Training Workshop on Microcomputer-based EMIS for twelve education officers. A staff member and a consultant conducted the training in Apia from 16 to 20 May 1988.

Technical and financial support were provided for the organization by the Planning and Finance Department of the Ministry of Education of the Socialist Republic of Viet Nam of a National Workshop on Educational Management at District Level, held from 16 to 20 August 1988 in Ho Chi Minh City, Viet Nam. The Workshop brought together thirty-four educational administrators and trainers from the central, district and school levels. A PROAP staff member participated as a resource person to the activity.

A National Training Workshop on the Management of Adult Higher Education was held in Kunming, Yunnan Province of China from 22 to 31 August 1988. Sixty administrators and planners from the State Education Commission, provincial education commissions, other ministries, adult educational institutions, universities and adult educational research centres participated in the Workshop.

A Regional Seminar on Management of Educational Institutions was held at Monash University in Melbourne, Australia, from 25 to 31 October 1988. Fourteen participants, five resource persons and seven observers from fourteen countries: Australia, Bangladesh, China, Indonesia, Japan, Malaysia, Maldives, New Zealand, Papua New Guinea, Philippines, Samoa, Thailand, Tonga and Viet Nam, took part in the seminar. The Seminar made suggestions as follow-up actions in parental and community participation, professional development of teachers, quality improvement in education, curriculum management and implementation, total school improvement programmes etc.

Application of informatics to educational planning and management

Experiences gained and materials developed during the past two years in technical assistance to Member States of Asia and the Pacific in the development of microcomputer-based educational management information systems (EMIS) are being documented and consolidated as inputs to the compilation of a multi-media training package on EMIS.

A first technical paper entitled: "Microcomputer processing of sample survey in education - A methodological study" was published and disseminated. Translation of additional elements for and editing of the second PROAP technical paper on educational management information system entitled: "The Development of Microcomputer-based EMIS: Statistical and Analytical System for General Education in China" are in progress.

Support to national efforts to develop computer applications in educational planning and management

Seven education officers from six countries: Bhutan, China, Maldives, Nepal, Samoa and Tonga, took part in the UNESCO-PROAP Internship Training Programme in Education Statistics and Management Information System in Bangkok during 1988. They were trained in methods and techniques for the design of microcomputer-based database management systems as well as analytical applications in educational planning and management.

In conjunction with the UNESCO Pilot Project 172/RAS/10, a Technical Consultation Meeting on Microcomputer-based EMIS for the Small Island Countries of Asia and the Pacific was held in Tonga from 9 to 13 May 1988. Six participants from: Fiji, Maldives, Papua New Guinea, Solomon Islands and Tonga; and two observers from respectively Australia and New Zealand took part in the meeting. The Meeting examined and approved a proposal for a two-year extension of the pilot project. A resource material entitled:

"Developing Microcomputer-based EMIS in the Small Island Countries - Trends and Prospects" is being prepared.

A Regional Workshop on the Role of Micro-computers within Educational Management Information System organized jointly with the IIEP was held from 22 June to 1 July 1988 in Bangkok. Twenty three participants from 15 countries: Bangladesh, Bhutan, Burma, China, India, Indonesia, Republic of Korea, Lao PDR, Malaysia, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Viet Nam participated in the training and sharing of experiences.

Technical and financial support were provided to the Planning and Finance Department of the Ministry of Education of the Lao PDR in the organization of a National Training Workshop on Microcomputer-based EMIS, held from 25 to 30 July 1988 in Vientiane, Lao PDR. Twenty-five education administrators, teachers and researchers from thirteen departments of the Ministry of Education participated in the training which was conducted by a PROAP staff member.

A Consultant was provided to conduct a National Training Workshop on Educational Planning and Statistics from 17 to 29 December 1988 in Kabul, Afghanistan, for 50 education officers of the Ministry of Education and provincial education departments. Financial contributions towards meeting the organization expenses was also provided.

Microcomputer-based EMIS have been developed by UNESCO-PROAP for Maldives, Bhutan, Tonga and Samoa. Similar assistance will be extended to Lao PDR and other countries, on request.

Co-operation with Member States with a view to the reform and modernization of education systems

A technical advisory mission was carried out to Bangladesh and Bhutan in March and April 1988. While in Bangladesh, consultations were held with the BANBEIS, Planning Cell and the Directorates, as well as with UNDP to explore possibilities for developing an integrated EMIS within the education sector.

A microcomputer with printer was provided to the Department of Education of Bhutan for the processing of education statistics and management information. A turn-key EMIS was tailor designed by PROAP for Bhutan and installed during the staff mission. Six officers of the Department of Education were trained in the operation of the system. In August 1988, the first ever statistical yearbook of the Department of Education of Bhutan was produced using the automated turn-key EMIS provided by Unesco-PROAP.

A staff mission to Afghanistan was carried out in May 1988 to provide advisory services on the development and reform of education, especially in elementary education and literacy programmes within the context of APPEAL. Advisory services were also provided to Tonga, Western Samoa and Lao PDR during other staff missions.

The 1988 edition of the data poster: "Education in Asia and the Pacific 1988 - Statistical Indicators" was published and disseminated to the Member States in multiple copies.

PROGRAMME IV.2 The Educational Sciences and Their Application to the Renewal of the Educational Process

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Sub-programme IV.2.1 Promotion of Studies and Research in the Educational Sciences and of Educational Innovations

Encouragement of future-oriented reflection and research in the educational sciences

Contracts have been signed with India, Philippines, Republic of Korea and China to undertake a research on the application of micro-teaching for the enhancement of teacher training and teacher development.

Funds for the above activity were supplemented by the voluntary contribution of New Zealand to APEID.

Stimulation of Innovation capacities in Member States

Organization of a regional experts meeting Eleventh Regional Consultation Meeting on APEID

The Eleventh Regional Consultation Meeting (RCM) was held at PROAP, Bangkok, from 2 to 8 August 1988, attended by Chairmen of the National Development Groups (NDGs) or high-level officials of all the 26 Member States participating in APEID. The Meeting reviewed past activities of APEID during the first eighteen months of the fourth cycle; discussed trends and developments in education in the region; deliberated fully on how innovations could enhance the quality and efficiency of education: and how to strengthen the APEID network and its methods of co-operation at the national and regional levels to ensure its responsiveness to future tasks. There was a decision that individual countries could play a stronger role in the Joint Innovative Projects activities. The final report of the Meeting is expected to come off the press early in January 1989.

Extracts of the final report of the Eleventh RCM were used as a reference document at the recently held National Meeting on APEID organized by the Thailand National Commission for Unesco jointly with the Thailand NDG in Chiang Mai from 7 to 9 December 1988.

Planning for the 1989 APEID activities, and for future years

Brainstorming sessions of ACEID and other staff members of PROAP who are handling some of the APEID activities were held on 20-22 December in order to reflect on past activities and plan for the 1989 APEID activities, as well as to discuss practical future directions of APEID. A conceptual framework was discussed which will be further refined and then used for planning the details of APEID activities so that they are focused on the disadvantaged groups as the main target group of APEID activities.

APEID Associated Centres

During 1988, six more institutions were associated with APEID: two from China, two from Socialist Republic of Viet Nam, and two from the USSR, bringing the total number of APEID Associated Centres to 185.

Inter-country exchange of information and innovative experiences

In 1988, financial support was provided to the NDGs of China and Thailand for organizing national meetings on APEID. China organized the meeting from 24 to 27 March 1988, hosted by Handan University which was the latest institution to be associated with APEID in China. About 40 participants attended the meeting. In Thailand, an APEID Associated Centre, namely, the Faculty of Education, Chiang Mai University, hosted the national meeting in Chiang Mai in the north of Thailand, attended by approximately 40 participants consisting of members of the NDG, heads and responsible officers of all the APEID Associated Centres of Thailand, and members of the Secretariat of the Thailand National Commission for Unesco. At each meeting, PROAP was represented by an ACEID staff member.

It was apparent at both these national meetings that the APEID networking approach has triggered off a great deal of interest and enthusiasm in co-operative efforts among leading institutions within the country, as well as their eagerness to exchange experiences at the regional level.

Under the attachment programme at ACEID, Bangkok, a junior official of the Ministry of Education, Science and Culture of Japan, spent 2 weeks in October to November to study the work of APEID, its Associated Centres in Thailand, and also the educational trends and developments in the countries of the region.

Altogether seven APEID publications were brought out in 1988 (see Annex). Several manuscripts are at various stages of editing or printing, which will come out in 1989.

Dissemination

The record of dissemination of APEID publications for the year 1988 is as follows:

first quarter : 4,520 copies to 1,820 addresses
second quarter : 600 copies to 550 addresses
third quarter : 3,200 copies to 540 addresses
fourth quarter : 1,400 copies to 1,250 addresses
(most of these addresses being served more than once)

Sub-programme IV.2.2 Improvement of Educational Content and Methods

Relevance of the content of secondary education

As a follow-up of studies/workshops relating to integration and balance of the content of general education undertaken in Australia, China, Philippines, Republic of Korea and Thailand during 1986-1987, a Study Group meeting on Reorientation and Reform of Secondary Education was held at PROAP, Bangkok from 9 to 17 May. The purpose of the meeting was to promote a better understanding of the problems relating to balance in the content of general education and to the relevance of the context to the demands of the contemporary world at the approach of the 21st century through (a) review and assessment of studies/workshops, and (b) further training of specialists relating to educational content. The meeting was attended by participants from Afghanistan, Australia, Bangladesh, China, Fiji, India, Indonesia, Japan, Malaysia, Maldives, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Viet Nam, Sri Lanka, Thailand, Tonga, Turkey and USSR. Two participants from Brunei attended as observers.

Inclusion of subject-matter linked to the quality of life and the environment

The Population Education Unit, Secondary Education Bureau of Department of Education, Culture and Sports, Philippines organized a National Workshop for the Development of Inter-disciplinary Educational Content on Population Problems, Drug Abuse, Environment and other Issues Linked to Quality of Life in August 1988. The 20 participants and resource persons developed an integrated curriculum designed to foster quality of life, and prototype learning materials illustrative of the integration of such inter-disciplinary educational content in social studies and natural science subjects.

Use of new information and communication technologies in education

In co-operation with the Japanese National Commission for UNESCO and the Japan Council of Educational Technology Centres (JCETC), a Regional Workshop on Computer Educational Software Development, Evaluation and Dissemination was held from 12 to 22 September 1988 at the Tokyo Gakugei University and the Kyoto University of Education. Thirteen participants from the following countries took part in the Workshop: Australia, China, Indonesia, Japan, Malaysia, New Zealand, Pakistan, Republic of Korea, Sri Lanka and Thailand. PROAP provided the services of two invited computer education specialists and a staff member to act as resource persons to the Workshop. A major outcome of the Workshop is a proposal for the establishment of a Computer Educational Software Network (COMPEDSON) in Asia and the Pacific. A regional expert group is being formed to prepare a guidebook on computer educational software development, evaluation and dissemination, for reference and application by the countries.

Following the 50 sets of the printed materials for the UNESCO-PROAP Multi-media Training Package on Computer Education, 50 copies of the accompanying audio-visual and video materials have been reproduced. These sets have been packaged and distributed to participants at the Sub-regional Workshop on the Training of Teachers in the Use of Informatics in Education held from 6 to 10 December 1988 at PROAP, which is reported under Sub-programme IV.3.1.

At the request of Viet Nam, China and Thailand, PROAP provided technical and financial support for the holding of three national workshops in these countries, in March, June and October respectively. The three National Workshop on Training of Teachers in Computer Education trained a total of 150 national personnel. The author of the multi-media training package acted as resource person to the workshops.

A PROAP staff member was invited by the Australian Computer Society to be the keynote speaker at the Australian Computer Education Conference 1988 in Perth, and to speak to computer education groups in Adelaide and Canberra from 26 to 30 September 1988. A paper entitled: "Computer use in education - Recent trends in Asia and the Pacific" was prepared and presented at these events.

Work has begun on the preparation of a major comparative study on national policies on computer education in countries of Asia and the Pacific. This work is scheduled to be completed in September 1989.

PROGRAMME IV.3 Policies and Methods for the Training of Educational Personnel

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Sub-programme IV.3.1 Integrated Training Policies and Plans and the Status of Educational Personnel

Harmonization and updating of activities for the training of the various categories of educational personnel

Documents are being prepared for a sub-regional workshop which will be held in the Pacific, on the development of structures and strategies for the co-ordination of the pre-service and in-service training of educational personnel will be convened in 1989.

Sub-programme IV.3.2 Improvement of the Pre-Service and In-service Training of Education Personnel

Educational innovations and further training of personnel who exert a multiplier effect

A Sub-regional Workshop on Training of Teachers in Use of Informatics in Education was held at PROAP from 6 to 10 December 1988. The Workshop offered the occasion for presentation and wider dissemination of the UNESCO-PROAP Multi-media Training Package for Teacher Educators in Computer Education as well as study of the results of field-tests of this package in Viet Nam, China and Thailand. Thirteen participants from eleven countries: Bangladesh, China, India, Indonesia, Malaysia, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Viet Nam, took part in the Workshop. The workshop developed a guideline for follow-up national pilot projects in the development of teacher training in computer education.

PROGRAMME IV.4 Means and Infrastructures - Information Systems, Educational Infrastructures and Facilities

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Sub-programme IV.4.2 Design and Establishment of Educational Infrastructures and Facilities

Exchange of information and experience in the field of educational buildings and equipment

In coordination with Headquarters, information is being collected from Asia and Pacific countries for the preparation of a directory of institutions dealing with educational buildings and furniture. A questionnaire has been dispatched to all National Commissions in the region requesting them to either update information already on file or provide fresh information if none is on hand. This first Asia and Pacific directory will be published in 1989.

Training of specialists in the field educational buildings facilities

A regional training course on designing educational buildings for earthquake areas was organized by the University of Roorkee, India on 23-28 February 1988 under subcontract, jointly financed by the Regular Programme and extra budgetary sources. Attendance included 7 architects and 13 engineers from 10 countries namely Afghanistan, Bhutan, China, India, Indonesia, Nepal, New Zealand, Pakistan, Papua New Guinea and Philippines and one from Denmark. A field trip to Dharamsala, an earthquake affected area, was included in the programme.

Support was given to a national training course for school construction specialists organized by Southeast University, Nanjing, China from 27 November - 2 December 1988. Some 60 participants attended the course persons including two persons from every Chinese province except one. Topics covered included general issues of educational buildings design and economy. The Unesco papers described Unesco work in educational buildings particularly as regards achieving low-costs and in preparing for natural disasters. Areas for future cooperation were identified particularly as regards training and dissemination of technical information.

Two fellows from Bangladesh participated in a four-week in-service training programme in PROAP from 25 July to 19 August 1988. The product of the training was a technical report giving three different building designs for primary schools which can also serve as disaster relief centres when river floods occur. This activity was financed under a special grant from the Director-General following the 1987 Bangladesh flood. It will be followed up in 1989 with the construction of prototype buildings.

Pilot projects to establish of prototypes of educational buildings and equipment

Viet Nam has submitted drawings of primary school buildings to be constructed in central and northern coastal areas. These designs, specifically for buildings that could resist damages by typhoons, are based on the conclusions of a 1987 seminar supported by Unesco. Comments on the drawings by the PROAP consultant and staff were sent to the national authorities. Construction of a prototype is expected in 1989.

China has completed construction of a prototype primary school specially designed to resist earthquakes but also intended to set a new ideal standard for primary schools for rural towns. The building was completed and occupied as of August 1988. Site works are expected to be completed in March 1989.

In February 1988, PROAP participated in a one-day seminar on India's "Operation Blackboard" which aims to create permanent buildings with at least two classrooms in each of the 30,000 or so schools without permanent accommodation.

Technical Co-operation with Member States in the field of educational buildings and equipment

Under contract, a Thai specialist will develop a technical manual on the maintenance of school buildings which will be based on Thailand's experiences but written so as to be useful to other Member States. A complementary study which concentrates on repairs that might typically be required in rural schools is being prepared by a Bangladeshi specialist.

PROAP staff have undertaken three studies in relation to school furniture. A report on making furniture from wood is ready to be published in 1989. The other studies concern the design of space dividers for use in open hall schools and the use of industrial materials using simple technology.

A study on acoustics for educational buildings was completed and the manuscript for the publication in 1989.

A digest on "Safety Considerations in Educational Buildings" was completed and published. Two digests on pre-school centres, an occasional paper on typhoon resistant designs for school buildings and a report on making educational buildings resistant to earthquakes were published for world-wide distribution by Unesco and UNICEF. Two other Digests, one on design of teacher training institutes and one on student hostel design, were translated into French with the support of UNICEF and are being printed for dissemination to French speaking countries in Asia and elsewhere.

During 1988, advisory services have been provided to six countries (Burma, Bangladesh, China, India, Lao, Philippines and Nepal). These have covered a variety of subjects including design of primary school buildings in Burma, China, India and Lao, secondary schools in Philippines, the development of a new project for constructing girls' hostels in Nepal and supervision of a university campus in Lao.

Sub-programme IV.4.3 Development of educational industries

Training of administrators and technicians

Preparations were made for PROAP to participate in the ASEAN World DIDAC Expo 1989 to take place in May in Singapore. During visits of the organizers suggestions were made regarding the content of the exhibition.

MAJOR PROGRAMME V
Education, Training and Society

PROGRAMME V.2 Teaching of Science and Technology

Sub-programme V.2.1 Development of the teaching of science and technology in the school

Exchange of information and promotion of innovations in respect of the teaching of science and technology

A special issue of ACEID Newsletter on Science and Technology Education No.33 was brought out and disseminated during the first quarter of 1988. Collating of materials for another issue of the ACEID Newsletter has been completed for dissemination in January 1989.

Exchange of information and promotion of innovation in science and technology education have been carried out throughout the year.

Use of computers in the teaching of science and mathematics

A Planning Meeting for the Regional Training Workshop on Development of Resource Materials for use of Computer in the Teaching of Science and Mathematics in Asia and Pacific was organized at the Royal Melbourne Institute of Technology, Australia from 28 November to 2 December 1988. The meeting was attended by participant-resource persons from Australia, China and Thailand. The meeting focused especially on issues related to the use of computers in the teaching of science and mathematics (substantive aspects such as use of computers for improved expository learning; reinforcement and practice of initial learning; increasing problem solving situations with various variables in learning; model and hypothesis making and testing; and management aspects such as management of space and time; intervening in curricular learning; optimising hands-on experience in case of limited availability of access to computers; compatibilities; availability of software; cost).

The funds for this activity were supplemented from extra-budgetary funds available under the UNDP supported project: RAS/86/051 Improvement of Science and Technology Education.

Science teaching in primary schools and integrated science teaching

The Planning Meeting for Preparation of Teaching Materials for Science Teaching in Primary Schools and Integrated Science Teaching emphasizing interaction of science, technology and society was held in Apia, Samoa from 12-16 December 1988. This meeting was decentralized to the Unesco Office in Apia, Samoa.

The funds for this activity were supplemented from extra-budgetary funds available under the UNDP supported project: RAS/86/051 Improvement of Science and Technology Education.

Nutrition and health education

A contract has been awarded to the Curriculum Development Centre, Thailand to organize a National Workshop-cum-Production Activities on Health and Nutrition Education during 14-24 February 1989.

A second contract was established with the Curriculum Development Centre, Thailand, to record on video the process involved in developing the above materials, to act as a practical resource to be shared with other countries in the region.

Strengthening of national infrastructure and technical co-operation with Member States

Seven national training-cum-production workshops have been funded namely, the National Training Workshops on the Training of Teachers for the Experimental Classes of Integrated Instruction of Mental, Written and Abacus Calculation (China), the National Training Workshop on Science for All (Philippines), the National Training-cum-Production Workshop on the Development of Low-cost Science Education Equipment (Lao), the National Training-cum-Production workshop on Learning/Teaching Materials and Activities in Science Education (Sri Lanka), the National Training Workshop on Innovative Direction for Future Science Curriculum Development (Malaysia), the National Workshop on Integrating Science and Technology Learning into Post Literacy Programmes (India), and the National Workshop on the Use of the Environment for Science and Technology Education (Nepal). The Workshops in Sri Lanka, Nepal and India will be held during the first quarter of 1989.

Services of a resource person from Thailand was provided for the National Workshop in Laos. A participant from Indonesia attended the Workshop in Malaysia. The Workshop in India will be attended by one participant each from Thailand, China and Viet Nam.

Fundings for these activities have been supplemented from extra-budgetary funds available under the UNDP supported project: RAS/86/051 Improvement of Science and Technology Education.

PROGRAMME V.3 Education and the World of Work

Sub-programme V.3.1 Interaction between education and productive work and relations between education and employment

Exchange of information and ideas concerning technical and vocational education

Two case studies on trends and changes in technical and vocational education as regards co-ordination of general education with technical and vocational education and access of girls and women to technical and vocational education are being undertaken for Thailand and China. These studies are likely to be completed by June 1989.

Sub-programme V.3.2 Expansion and improvement of technical and vocational education

Educational innovations in regard to the content, methods and materials of technical and vocational education

Two contracts have been processed with Royal Melbourne Institute of Technology, Melbourne, Australia and Technical Teachers Training Institute, Madras, India, for the development of a CAI instructional module and an instructional module on information technology respectively. The modules are expected to be ready by March 1989.

Development of infrastructure for technical and vocational education

A mission was undertaken to Bangladesh in September 1988 to participate in the Inter-Agency Task Force on Bangladesh Floods. During the mission monitoring of projects: Technical Education (BGD/84/001), Mohila Polytechnic (505/BGD/10) and Bangladesh Educational Equipment Board (701/BGD/10) was also undertaken. (See Section II)

PROGRAMME V.5 Higher Education, Training and Research

Sub-programme V.5.1 Development and improvement of higher education for the advancement of society

Regional Co-operation in Higher Education

Two issues of the distance education newsletter "Never Too Far," Vol.10 - March 1988 and Vol.11 - October 1988, contracted to the Sukhothai Thammathirat Open University (Thailand), were published and distributed.

Two case studies on policy, direction and approaches in curriculum innovations in universities and their impacts were envisaged. For one of these a contract has been issued to the Hanoi National University of Technology, Viet Nam and the study is reported to be progressing well. The work is expected to be completed by 31 October 1989. For the second case study negotiation are underway with Malaysia.

A contract has been issued to the Department of Administrative and Higher Education Studies, University of New England, Australia to carry out a research study on alternative sources for financing of higher education in Asia and the Pacific.

The regional workshop of eight key distance education and open universities on the establishment of regional resource centre (RRC) in distance education was held at the Sukhothai Thammathirat Open University (STOU), Thailand during 27 June - 1 July 1988. As a result of this workshop, the resource centre has been established at STOU, which is providing physical and staff support for its initial operation.

MAJOR PROGRAMME XIII
Peace, International Understanding, Human Rights and the Rights of Peoples

PROGRAMME XIII.3 Education for Peace and Respect for Human Rights and the Rights of Peoples

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Sub-programme XIII.3.1 Implementation of the 1974 Recommendation and follow-up to the intergovernmental conference on education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, with a view to developing a climate of opinion favourable to the strengthening of security and disarmament

Plan for the development of education for international understanding, co-operation and peace

A Regional Workshop for the Development of Prototype Curricula Materials on International Understanding, Co-operation and Peace was organized from 6 to 12 September 1988 at PROAP, Bangkok. The workshop developed: (i) curriculum framework for international education; (ii) sample teaching/learning units on international education; (iii) criteria and tools for evaluating curriculum materials and methods in international educational and (iv) procedural guidelines for the development of materials, on international understanding, co-operation and peace. The workshop was attended by seven participants and three resource persons from Bangladesh, China, India, Indonesia, Malaysia, Pakistan, Philippines, Sri Lanka and Thailand. Four observers from Thailand also attended the Workshop.

Extension and consolidation of the Associated Schools Project

Thailand organized a national workshop on 1-11 November 1988, to develop teaching materials for use in the Associated Schools, which was attended by 38 participants. The materials will be tried out and finalized in 1989.

Part Two

INTER-COUNTRY OPERATIONAL PROGRAMMES

1988

INTER-COUNTRY OPERATIONAL PROGRAMMES

1. Asia and the Pacific Programme of Educational Innovation for Development (APEID)
2. Improvement of Science and Technology Education through the Network of APEID - UNDP (RAS/86/051)
3. Regional Technical Co-operation Programme for Strengthening Multi-Level Planning and Management in Education - UNDP (RAS/86/193)
4. Pilot Project of Educational Management Information System for Island Countries in Asia and the Pacific (PREMISIS) - COCA (172-RAS-10)
5. Regional Technical Co-operation in Higher Education for Development - UNDP (RAS/86/171)
6. Regional Programme for Population Education - UNFPA (RAS/86/P13)
7. Training Programme in Environmental Education for Science Teachers and Supervisors in the ASEAN Region - UNDP (RAS/86/054)
8. Development of Educational Facilities in Asia and the Pacific - AGFUND (522-RAS-10)
9. Japanese Funds-in-Trust

I. ASIA AND THE PACIFIC PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT (APEID)

The General Conference of Unesco, at its seventeenth session (Paris, 1972) approved the setting up of the Programme which is based on a concept of a true co-operative endeavour of the Member States sharing a commonality of outlook towards progress and change. It seeks to give expression to the idea of development as an overall, multi-dimensional and diversified process, essentially endogenous in nature, linked with the values specific to each society, and requiring the active participation of individuals and groups who are its agents and its beneficiaries.

The main thrust of the Programme is educational innovations designed to enhance development. In the current project cycle 1987-1991, innovations are focused on seven programme areas, namely, (i) universalization of primary education (UPE), (ii) continuing education (CED), (iii) education and the world of work (EDW), (iv) restructuring secondary education (RSE), (v) educational and communication technology (EDT), (vi) professional training including professional support services and distance education (TEP), and (vii) science and technology education (STE).

In the innovation and renovation of education, especially in the above-cited areas, efforts are made to realize (i) wider access to education especially of disadvantaged groups; (ii) qualitative improvement of education; (iii) relevance to the changing social context; and (iv) efficient utilization of resources.

APPRAISAL OF APEID

In May 1988, Prof. Stacy Churchill's Impact Evaluation of Unesco's Regional Networks of Educational Innovation for Development, of which APEID is one, was presented to the Unesco Executive Board at its 129th session. The report states that "in terms of simple quantities, this is the most powerful association of research, development and innovation bodies ever grouped together in the field of education. Properly utilized, the potential of the networks for the betterment of education is of staggering proportions". It also added that "the regional networks of innovation for development are among the more successful programmes operated by Unesco in the field of education".

In regard to APEID, the Churchill report states, inter alia, that:

- "APEID has often been cited as one of the earliest and best examples of technical co-operation between developing countries. (para 93, p. 33)
- "APEID has had major impacts in its region and, through other networks, in other parts of the world. These impacts have been the stimulus for changes in laws and educational structures, curricula, curriculum materials, administrative procedures and almost every imaginable aspect of educational practice. Despite the voluntary nature of network operations, the majority of Asian countries participate in APEID with a considerable degree of activity. (para 103, p. 37)
- "APEID has attained a sufficient 'maturity' as a regional network that it can be justifiably said to have a history. In any organization of this age and with its

record of achievement, reconsideration of means and goals is a profitable exercise. (para 139, p. 50)"

In August 1988, the Eleventh Regional Consultation Meeting on APEID also reviewed the programme. Among the conclusions of the Meeting were as follows:

1. The overriding principles and objectives of APEID, that it is designed, developed and evaluated jointly by the Member States, continue to be valid, have precedence and are fully endorsed by the participating Member States.
2. APEID is an effective forum for educational innovators, planners and administrators. It promotes cross-fertilization of ideas and experiences for educational development through innovations. The services extended by APEID through its network of Associated Centres, the exchange of experiences and dissemination of materials through its regional, sub-regional, national and inter-country programmes, accrue incalculable benefits to a vast number of educators, teachers and other education personnel, crossing the national boundaries of the Member States in the Asia and Pacific region. Evidently, APEID proves a most viable and cost-effective regional mechanism for the promotion of inter-country co-operation and collaboration for educational innovation and development. APEID's effectiveness cannot often be measured in quantitative terms; its influences are mostly in the form of qualitative changes, and hence the impact, a pervasive 'long-term' effect.
3. The seven programme areas and their thrusts continued to coincide with the major priority areas of concern of the participating Member States. Participants stressed that actions generated within the framework of APEID are congruent with their national plans and policies.
4. The Member States expressed that they have benefited greatly by participating in APEID programmes which were organized and supported in the seven programme areas during the first 18 months of the fourth programming cycle of APEID, i.e. from January 1987 to June 1988.

The meeting made a number of suggestions to strengthen the APEID network and its methods of co-operation at the national and regional levels. The actions recommended were in the areas of (i) needs and context; (ii) quality; (iii) change agent; (iv) multiplier effects; (v) interaction; (vi) information; (vii) infrastructure; and (viii) funding.

ASSOCIATED CENTRES, PROGRAMME ACTIVITIES AND SERVICE

APEID Associated Centres. As of 31 December 1988, APEID has 185 Associated Centres in 26 Member States.

Programme activities. In 1988, a total of 25 regional and sub-regional meetings/workshops, and 27 national activities.

The major outcomes of the 1988 activities are reported programme area-wise under Item 4.

Information service. In 1988, a total of seven APEID publications were brought out. A total of 9,720 copies of publications were distributed to 1,820 addresses, both within and outside the Asia and Pacific region. They were in the form of information materials, inventories of training institutions, handbooks/manuals, reports of workshops, case studies, and ACEID Newsletter. These materials contributed to promoting the exchange of knowledge and experiences, particularly on innovative contents, methods and techniques. Some of these materials were further translated and disseminated in national and local languages in the concerned Member States.

The major topics covered by these publications were:

1. Sharing innovative strategies for self-learning materials.
2. Content of general education in relation to occupational training: country experiences.
3. Multiple class teaching in primary schools: amethodological guide.
4. Participation in innovation: countrywise record of APEID activities in 1987.

OUTCOME OF ACTIVITIES (by Programme Areas)

Programme Area I: *Universalization of Primary Education*

Sub-regional Workshop on 'Promotion of Girls Education in the Context of Universal Primary Education'

The above workshop was organized from 23 February to 2 March 1988 jointly with the Indian Institute of Education, Pune, India. The workshop was participated by senior specialists in primary education and participants of the national workshops from Afghanistan, Bangladesh, India, Nepal, Pakistan and a specialist from Papua New Guinea.

The workshop made assessment of the impact and effectiveness of various measures and innovations introduced to promote participation of girls in primary education in the participating Member States; elaborated on how the innovations already carried out could be further strengthened and appropriate new ones introduced; and developed a framework for collaboration on innovative approaches and methods for the promotion of universal primary education for girls.

National workshops on 'Multigrade Teaching in Primary Schools'

Eight countries, namely, Australia, Bangladesh, China, India, Indonesia, Nepal, Pakistan and Philippines were provided technical and financial support for preparing national studies and for organizing national workshops on multigrade teaching in primary schools. The conclusions and recommendations of the national studies and workshops served as inputs for initiating innovative projects and programmes in the concerned Member States. Those materials were also presented as background materials at the Sub-regional Workshop on Multigrade Teaching in Primary Schools, Jakarta, Indonesia, in November 1988.

National workshops on "Universal Primary Education for Disadvantaged Groups

Eight countries, namely, Bangladesh, China, India, Indonesia, Nepal, Pakistan, Philippines and Thailand were provided technical and financial support for preparing national studies and for organizing national workshops on universal primary education for disadvantaged population groups. The conclusions and recommendations of the national studies and workshops served as inputs for initiating innovative projects and programmes in the concerned Member States. Those materials were presented as background materials at the Regional Workshop on Equality of Educational Opportunity for Disadvantaged Groups held in Beijing and Lanzhou, China, in October 1988.

National workshop on Achievement of Children focused on Affective Development

Five countries namely, Indonesia, India, Nepal, Sri Lanka and Thailand were provided technical and financial support for preparing national studies and for organizing national workshops on 'achievement of children in primary schools focused on affective development'. The conclusions and recommendations of the national studies and workshop served as inputs for initiating innovative projects and programmes in the Member States and as background materials at a regional workshop on the subject which is scheduled to be organized in early 1989 by the National Institute of Educational Research (NIER) Tokyo, Japan.

Sub-regional Training Workshop on Multigrade Teaching in Primary Schools

This workshop was organized in Jakarta, Indonesia, from 23 November to 2 December 1988. Primary education specialists from Australia, Bangladesh, China, India, Indonesia, Malaysia, Maldives, Nepal, Pakistan, Philippines, Republic of Korea, and Thailand participated.

The workshop reviewed experiences on innovative approaches, methods and materials used in multigrade teaching; analysed learning difficulties and other problems which arise in multigrade teaching; and developed teaching/learning strategies and methods for improvement of multigrade teaching in primary schools in the participant countries.

Regional Workshop on Promotion of Equal Access to Education and Educational Opportunity for Disadvantaged Population Groups

The above workshop was organized in Beijing and Lanzhou, China, from 18-27 October 1988. Primary education specialists from Australia, Bangladesh, China, India, Indonesia, Maldives, Nepal, Papua New Guinea and Thailand participated.

The workshop reviewed the situation of primary education of the disadvantaged population groups; examined the results of innovative approaches, methods and materials used to promote participation of the disadvantaged population groups in primary education; and outlined complementary and alternative strategies of operational plans focused on innovative methods and approaches for improving the participation in and quality of universal primary education for the disadvantaged population groups.

Experimental Project on 'Village Primary School and Rural Community Development'

In 1989, technical and financial assistance was provided to the Bangladesh Academy of Rural Development (BARD) for full-scale implementation of the project and extension and dissemination of the experiences through a supplementary financial provision to the project. The current emphasis of the project is on training and development of materials in agriculture, health and nutrition and linking those components to rural community development.

The work of the project was extended to five additional primary schools in and around the project area particularly with emphasis on dissemination and sharing of experiences and outcomes. In early 1989, a national workshop will be organized to share the experiences of the project which will be followed by a review and assessment of the effectiveness and impact of the project.

Attachment training on universal Primary Education for girls.

A three week attachment training in non-formal primary education for girls in rural areas was organized from 28 November to 16 December 1988 at the Indian Institute of Education (INDINSTED), Pune, an Associated Centre of APEID. Four specialists, one each from Afghanistan, Bangladesh, Nepal and Pakistan attended the training programme.

In the course of the training programme, the participants made on-the-spot observation of the programme and carried out detailed study of the large scale non-formal primary education programme for girls implemented by INDINSTED, with reference to instructional materials, training of teachers and community management.

Finally, the participants prepared individual follow up schemes for promotion of primary education for girls which would be considered for action in their respective countries.

Diagnostic and resource handbook for teachers

In preparation for a Sub-regional Training Workshop on Multigrade Teaching planned to be organized in the Pacific in 1989, a draft diagnostic and resource handbook for in-service training of teachers is now being prepared by the University of South Pacific, under a contract. The handbook is being prepared on the basis of an analysis of problems encountered by primary school teachers in small island states. The draft handbook is expected to be ready in June 1989.

Regional Seminar on Education for All- focused on Instructional Materials for Primary Schools in Difficult Contexts

The Faculty of School Education, Hiroshima University, Japan, organized jointly with APEID the above workshop in Hiroshima, Japan from 14-27 September 1988. Its focus was on developing teaching learning materials for primary schools operating in difficult remote rural areas, in the participating countries. The seminar was attended by primary education specialists from Bangladesh, China, India, Indonesia, Pakistan, Philippines, Malaysia, Nepal, Japan and Thailand. The seminar reviewed the situation of primary education in difficult contexts in the participating countries; reviewed materials and methodologies for teaching in difficult contexts currently in use; and designed a framework for improving teaching/learning in difficult contexts and also developed illustrative sample materials.

Programme Area II: *Continuing education*

The year 1988 saw the very first regional activity in the area of continuing education under APEID, organizing with UNDP funding from UNDP Project RAS/86/170. This was the Technical Working Group Meeting on Continuing Education for Early Primary School Leavers, which was co-hosted by the Department of Non-formal Education, Ministry of Education, Thailand.

The meeting was attended by ten participants from Bangladesh, China, India, Indonesia, Nepal, Pakistan, Philippines and Thailand, and two resource persons, one from the Philippines and one from Thailand.

The objectives of the meeting were: (a) to identify continued learning needs of early primary school leavers;; (b). to develop operational models for continuing education which respond to the learning needs of early primary school leavers;; and (c) to develop methodological guidelines for preparing materials for use by early primary school leavers;.

After an exchange of country experiences on the subject, the meeting identified the learning needs of early primary school leavers; to be used as a basis for conceptualizing continuing education programmes for them.

The participants developed four operational models, namely, distance education and community-based instruction model (a prototype model), an institution, society, person-centred model for continuing education, a community-centred model, and a distance study model. Furthermore, the meeting developed a series of steps for the preparation of instructional materials for the target group in question.

The meeting concluded with a set of recommendations on actions at the national and regional levels. The regional actions proposed were to:

a) organize follow-up activities to share experiences in making use of the outcome of the meeting;

b) assist countries in seeking assistance from external sources in the implementation of national surveys and other projects in continuing education for early primary school leavers;;

c) provide technical support in terms of exchange of experiences and information on continuing education and on-the-job training of continuing education personnel; and

d) develop a joint regional innovative project in continuing education for early primary school leavers;.

Programme Area III: *Education and the world of work*

Regional Workshop on Technical and Vocational Education: Improvement of Methods, Forms and Structures was held at the Technical Teacher Upgrading Centre, Cimahi, Bandung, Indonesia from 5 to 13 September 1988.

The main objectives of the workshop, which were:

a) to develop guidelines and recommendations for the improvement of methods, forms and structures of technical and vocational education; and

b) to train national specialists, education planners and administrators for improving methods, forms, and structures of technical and vocational education.

A group of nine specialists from Indonesia, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Sri Lanka, Thailand together with 15 observers and 5 resource persons from Australia, Japan and Indonesia attended the meeting. The workshop identified training needs of technical and vocational education personnel in the context of: (a) rapid advancements in technology, (b) technological awareness and development, and prepared possible appropriate strategies for addressing training and education needs of such personnel in the light of some of the existing challenges to technical and vocational education.

National Training Workshops

Five national training workshops on the development of appropriate instructional materials (software) including multi-media packages for school and out-of-school use were organized upon request from the Member States as follows: Bangladesh, from 17-29 December with 15 participants; Fiji, from 28 November-2 December with 50 participants; Indonesia, 12-15 December with 50 participants; Malaysia, from 19-23 December with 45 participants; Nepal, November/December with 20 participants.

As a follow-up of the Regional Workshop on Technical and Vocational Education, three national training workshops on improvement of methods and structures of technical and vocational education were organized by the following countries, on their request: the following countries: China, from 2-6 November with 60 participants; India, from 24-30 December with 20 participants; and Viet Nam from 24 October to 4 November with 40 participants. These workshops concentrated on development of guidelines and recommendations for the improvement of methods, forms and structures of technical education and preparation of exemplar instructional materials.

Programme Area IV: *Restructuring secondary education*

Relevance of secondary education in the year 2000

Nineteen Member States prepared 'appraisal studies' on reorientation and reform of secondary education in their respective countries, covering topics such as: (a) issues and problems confronting secondary education today; (b) innovations and reforms currently under way or planned; (c) the current educational situation; and (d) future prospects. Likewise, six thematic papers were also commissioned on: (i) balance and relevance of the content of

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secondary education; (ii) vocationalization, work skills, and work experience; (iii) access and equity; (iv) effectiveness, standards and excellence; (v) efficiency.

These studies and papers served as inputs to the Regional Study Group Meeting on Reorientation and Reform of Secondary Education.

Regional Study Group Meeting on Reorientation and Reform of Secondary Education

The Meeting which was organized in Unesco PROAP in May 1988 identified major trends in the development of secondary education as well as the problems encountered in the course of innovation and reforms. Strategies for the reorientation and reform of secondary education were described. The Meeting also attempted to anticipate what might be expected to be the more general preoccupations of the 1990s. Six themes were cited, namely, (i) rationalization of the curriculum; (ii) professionalization of teaching; (iii) delivery of education; (iv) administration and organization; (v) planning and regional co-operation. The Meeting also developed follow-up activities at the regional and national levels. The proposed Regional Plan of Action in Secondary Education consisted of programmes for reorienting curriculum and instruction; for improving secondary school efficiency and effectiveness, and for strengthening the dissemination process. Furthermore, the Meeting prepared guidelines for undertaking a joint innovative project on raising the quality of learning of secondary school students through innovative teaching and learning in crowded classrooms.

The Meeting was attended by participants from Afghanistan, Australia, Bangladesh, China, India, Indonesia, Japan, Maldives, Malaysia, Nepal, New Zealand, Pakistan, Philippines, Rep. of Korea, Samoa, Sri Lanka, Socialist Republic of Viet Nam, Thailand and Turkey. Brunei participated by sending two observers.

Programme Area V: *Educational and communication technology*

Regional Workshop on Computer Educational Software Development, Evaluation and Dissemination

The regional workshop was organized jointly with the Japan Council of Educational Technology Centres and held at the Tokyo Gakugei University in Japan from 12 to 22 September 1988. Thirteen participants from ten countries, ten observers and two invited resource persons took part in the event. The workshop produced a proposal for the establishment of a Regional Computer Education Software Network in Asia and the Pacific; and suggested the organization of a regional expert group to begin preparation of an exemplar guidebook on computer education software development, evaluation and dissemination, for wide distribution to the countries for application.

National training workshops in education and communication technology

Support was provided at the countries' requests for the organization of three national workshops on training of teachers in the use of computers in education. The first workshop was held in March 1988 in Hanoi, Viet Nam, for 50 computer educationists, teachers, researchers and education officers. The second such workshop took place in Beijing, China, in June 1988 which brought together 60 participants. The third workshop was held in Bangkok, Thailand in October 1988, for 35 computer educationists, teachers and education officers. The exemplar Unesco Multi-Media Training Package in Computer Education for Teacher Educators was presented and field-tested during these national workshops.

Sub-regional Workshop on the Training of Teachers in the Use of Informatics in Education

The sub-regional workshop was held in Bangkok from 6 to 10 December 1988. It brought together thirteen participants from eleven countries. The workshop offered the occasion for presentation and dissemination of the exemplar Unesco Multi-Media Training Package in Computer Education for Teacher Educators to a large number of countries. Results of field-tests of this training package during national workshops in Viet Nam, China and Thailand were shared and comments and suggestions for further improvement were received. The workshop also developed a guideline for follow-up national pilot projects in teacher-training in computer education.

Planning Meeting on the Use of Computers in Teaching Science and Mathematics

The meeting was held from 28 November to 2 December 1988 in Melbourne, Australia to plan the organization in 1989 of a major Regional Training Workshop for Development and Use of Exemplar Training Programme Using Computers in the Teaching of Science and Mathematics in Asia and the Pacific. The planning meeting was attended by nine resource persons from three countries. Discussion was held on the objectives, contents, programme, documentation and other organizational aspects of the 1989 regional workshop. A draft Prospectus of the workshop was prepared, which will be finalized in January 1989 for distribution with the invitations for nomination.

Development of distance learning materials

India and Pakistan were provided assistance to developed distance learning materials. India's training manual on distance education shall consist of three parts, namely (i) course design and course preparation, (ii) basics of audio and video programme preparation, (iii) academic counselling and assessment of assignment, and (iv) management of student services. Pakistan is developing a training package for teacher educators.

Programme Area VI: *Training of Personnel including Professional Support Services and Distance Education*

Study Group Meeting on Reform in Teacher Education

The Meeting developed alternative structures and innovative strategies in teacher education designed to produce quality teachers with rich professional backgrounds and

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committed to help reduce the problem of non-enrolment of primary school age children, especially (i) girls, and (ii) children of disadvantaged groups, and those living in remote forest, hilly and desert areas and slum communities. These children are regarded as an important target of strategic development tasks, for the unschooled are unable to enjoy a full life, there work prospects are lower, access to wholesome cultural heritage limited, and participation in the development of society impeded. The Meeting also developed networking mechanisms of teacher education institutions.

The Meeting which was organized in the Republic of Korea from 10 to 19 October 1988 was attended by 10 participants from India, Rep. of Korea, Nepal, Pakistan, Philippines, Samoa, Sri Lanka, Thailand and Viet Nam, and one resource person from Australia.

Regional Workshop on Distance Education in Teacher Education

The workshop developed strategies for reaching teachers of the disadvantaged via distance education. It was noted that in many countries, teachers in remote rural areas are untrained. In addition, those trained are unable to continue their professional growth as they are quite far from teacher education institutions. Distance education in teacher education is viewed as one of the best means to upgrade the qualification of untrained teachers, and to ensure professional growth of teachers particularly those without easy access to teacher training institutions. With qualified teachers and teachers who continually grow professionally, quality education for the disadvantaged could be provided - which the Workshop deemed necessary, if the disadvantaged groups have to contribute and profit from development.

The Workshop which was organized in Indonesia from 1 to 9 November was attended by nine participants from Bangladesh, Indonesia, Pakistan, Rep. of Korea, Sri Lanka, Thailand and the University of the South Pacific; and two resource persons from New Zealand and Pakistan.

Sub-regional Seminar on Educational Programmes for Preparing Young People for Productive Work

The participants developed short-term and long-term alternative designs and innovative educational programmes and strategies designed to help prepare young people for productive work, through formal and non-formal education at secondary and post secondary levels.

Seven participants from India, Pakistan, Philippines, Sri Lanka, and Thailand; one observer from Thailand attended the Seminar from 28 November to 5 December 1988.

Inter-country exchange of resource person

A resource person from the College of Education, University of the Philippines participated in a National Workshop on Research in Teacher Education, which was organized by the Department of Education, Ministry of Human Resources Development, New Delhi, India from 24 to 26 October 1988.

A resource person from the Centre for Education, University of Tasmania helped conduct a Unesco/APEID Sub-regional Workshop on Reform in Teacher Education from 10 to 19 October 1988.

A resource person from the Faculty of Education, Allama Iqbal Open University helped conduct a Unesco/APEID Regional Workshop on Distance Education in Teacher Education which was held in Jakarta, Indonesia from 1 to 9 November 1988.

Two resource persons - one from the Technical Teachers' Training Institute, Madras, India, and one from the Marikina Institute of Science and Technology, Philippines helped conduct a Sub-regional Seminar on Educational Programmes Aimed at Preparing Young People for Productive Work.

Programme Area VII: *Science and technology education*

This is another very important area in which activities have been undertaken within the APEID framework. UNDP provides funding under a separate Project Document RAS/86/051. For a full report, see a separate section under "Improvement of science and technology education - UNDP (RAS/86/051)".

JAPANESE FUNDS-IN-TRUST MOBILE TRAINING TEAMS

Through the Japanese Funds-in-Trust (FIT) mobile training teams in five areas have been set up, namely (i) educational technology, (ii) vocational and technical education, (iii) curriculum development, (iv) science education, and (v) special education.

In 1988, the Mobile Team on Curriculum Development was awarded to Nepal; educational technology to Tonga; vocational and technical education to Laos; science education to Indonesia; and special education to Thailand.

For details on each Mobile Team, see a separate section under "Japanese Funds-in-Trust".

INTER-PROGRAMME AND SUPPORT ACTIVITIES

Eleventh Regional Consultation Meeting on APEID

The Eleventh Regional Consultation Meeting on APEID (RCM) was organized at Unesco PROAP, Bangkok, from 2 to 8 August 1988. All the 26 Member States participating in APEID were fully represented by the Chairmen or senior members of the National Development Group (NDGs).

The participants' presentations of the educational trends and developments in their respective countries gave indications on new thrusts for the future, to which APEID must be ready to address itself.

As required in Unesco's Programme and Budget, emphasis was given to improving the quality and efficiency of education at all levels and in all aspects. The meeting deliberated fully on how innovations can enhance the quality and efficiency of education.

Discussions on the above points led to a discussion on how to strengthen the APEID network and its methods of co-operation, both at the national and regional levels, in order to ensure its responsiveness to future tasks. There was no call for a major shift of priorities as identified 18 months ago at the Tenth Regional Consultation Meeting. There was a decision, however, that individual countries could play a stronger role in the Joint Innovative Projects activities. In view of the many specific issues, concerns and problems facing educational development today, the question was raised as to whether a new form of association under the APEID umbrella could be developed. The proposal was to form "Thematic Task-oriented Groups" in which countries with similar concerns and experiences may participate.

Inter-country exchange of information and innovative experiences

In 1988, financial support was provided to the NDG of China and Thailand for organizing national meetings on APEID. China organized it in March 1988, and Thailand in December 1988. Both meetings discussed projects undertaken by the Associated Centres; areas of collaboration among themselves; and how to further strengthen the networking mechanism, both at the national and regional levels, as well as the dissemination of information on innovations.

These national meetings on APEID provided an excellent opportunity for the members of the NDG and heads and senior staff of APEID Associated Centres to get together and focus their deliberations on innovative efforts to solve educational problems. The meetings helped to sustain and enhance the awareness of the importance of innovations, and at the same time the newly associated centres had an opportunity to brief themselves further on the APEID approach.

Attachment on information service

An official of the Educational and Cultural Exchange Division, Ministry of Education, Science and Culture, Japan, was on an attachment programme at ACEID, PROAP, from 24 October to 4 November 1988 to study the work of APEID, its Associated Centres in Thailand, and also the educational trends and developments in the countries of the region.

2. IMPROVEMENT OF SCIENCE AND TECHNOLOGY EDUCATION - UNDP (RAS/86/051)

Science and technology education has been a major concern during all the three cycles of the Asia and Pacific Programme of Educational Innovation for Development (APEID), which is a regional mechanism of inter-country co-operation and co-operative endeavour of 26 Unesco Member States of the region. Its main purpose has always been to contribute to the strengthening of national capabilities for undertaking co-ordinated sets of changes and qualitative transformations in the education system in order to enhance the contribution of education to the development goals.

During the third programming cycle, two comprehensive evaluations of the programmes were carried out by Unesco/UNDP; the first one in June 1983 (UNDP/Unesco Evaluation Mission) and the second one in April 1986. The first Evaluation Mission report was reviewed by the Ninth Regional Consultation Meeting on APEID for a Tripartite Review in March 1984, and the report of the second evaluation was reviewed by the Tenth Regional Consultation Meeting on APEID for a Tripartite review in May 1986. The latter Meeting identified three major areas on which APEID should concentrate its efforts during the fourth programming cycle, namely, (a) Education for all; (b) Making education relevant to societal requirements; and (c) Support activities and infrastructures common to all educational levels and systems. Under each of these three major areas, a number of programme areas (fourteen in all) were also indicated. Science and technology education including science for all is included under major area (b) - Making education relevant to societal requirements.

The new Project 'Improvement of Science and Technology Education' has been designed to build on the strengths and competences that have been generated in science and technology education through the preceding programme cycles under Unesco Regular Programme Activities and APEID in accordance with the needs, the emerging problems and concerns of the participating member countries.

The main thrust of the project is on the transfer of experiences to the national level by linking the programmes in the project with what has gone before. The national capacities, competences and resources already available are in fact a special consideration in the design and implementation of the Project.

The Project has helped develop, and find agreement among participating Member States, for a comprehensive strategy for science education development in the region that operationalizes the overall thrust of human resources development. This strategy consists of the following major elements:

- Development of low-cost and cost-effective, high quality, functional science and technology education in the context of Education for All and Science for All;
- Development of futures in science and technology education.

In regard to the former , low-cost involves use of the environment, development and use of low- and no-cost science and technology learning/teaching equipment, school/community participation and popularization of science among populations out of school, participation of learners in locally manifested socio-economic development programmes; and cost-effective involves enhancement of relevance, functionality and application of learning, and pedagogically sound methodologies that would improve the quality of learning. These parameters will be specially in the context of disadvantaged areas and populations currently underserved by science and technology education programmes.

In regard to the latter strategy, the focii are on futures content in science and technology education incorporating such areas as materials science, immunology, bio-technology, laser science, macro cross-national ecology; science and technology at the second level of education, taking into account the highly diverse demands anticipated to be placed upon this level of education; nurturing and identifying science and technology talent, especially in rural and disadvantaged areas; and use of new electronic media, such as the computer, for enhancing science and technology learning.

UNDP is providing assistance of US$800,000 for the project during the period 1987-1991 to support inter-country co-operative activities in science and technology education which have been identified by the participating Member States as of common concern in national development plans, and which will ensure that the gains made during the preceding cycles are carried over into the national structures. In this light, programme areas have been identified for the Project in order to achieve concentration and thrust. The work plans have been delineated by a Programme Development Meeting of the specialists drawn from the Associated Centres and National Development Groups of the member countries.

The main objective of the project is to contribute through innovations in science and technology education to the strengthening of national capacities of Member States to achieve relevant science and technology education for all. The project envisages the promotion of education in science and technology relevant to societal requirements, in particular through innovations undertaken in the Member States aimed at applying science and technology to the improvement of health, eradication of poverty, achievement of social harmony, etc. The project also aims to contribute through innovative approaches to the national efforts to develop scientific and technological literacy, and improve and expand learning opportunities to provide access to all sections of society, namely, the formal school population, the out-of-school population including out-of-school youth who should normally have been in schools, the work force and the educated adult section of the populace including women and girls.

During the year 1988 the following important activities were undertaken under the Project:

Regional/Sub-regional Activities

Regional Workshop for Development of Curriculum Materials focusing on Real-life Needs, Scientific Competencies, Creativity and Relevance- Primary level

Support was provided to the National Institute of Education, Maharagama, Sri Lanka, to organized this workshop from 22 February to 4 March 1988. There were 10 participants from 10 countries (Bangladesh, Indonesia, Malaysia, Nepal, Pakistan, Philippines, Republic of Korea, Samoa, Sri Lanka, and Thailand) and four resource persons namely one each from India and New Zealand and two from Sri Lanka participated.

Regional Training Workshop on Improvement of Delivery Systems for Out-of-School Scientific Activities

This workshop was organized in co-operation with the SEAMEO-RECSAM, Penang, Malaysia, from 15-24 March 1988. Ten participants one each from India; Indonesia; Malaysia; Nepal; New Zealand; Pakistan; Philippines; Republic of Korea; Sri Lanka and Thailand, and four resource persons one each from Australia and Thailand and two from SEAMEO-RECSAM attended the Workshop.

Planning Meeting for the Organization of the First Asia and Pacific Regional Science Olympiad

The meeting was organized at SEAMEO-RECSAM from 21-25 March 1988. Five specialists one from India and four from Malaysia, and two resource persons from Australia and Thailand participated in the Planning Meeting.

Regional Training Workshop for the Development of Exemplar Identification Instruction for Science and Technology Talent Programmes

This workshop was organized at the Institute of Science Education, Chonbuk National University, Republic of Korea, from 14-26 November 1988. This workshop was attended by twelve participants one each from Australia, Indonesia, Japan, Malaysia, Philippines, Thailand, and six from Republic of Korea.

Planning Meeting for a Regional Workshop on the Use of Computers in the Teaching of Science and Mathematics

The above Meeting was organized at the Royal Melbourne Institute of Technology, Australia from 28 November to 2 December 1988. The meeting was attended by 8 participant-resource persons namely 6 from Australia, one from People's Republic of China, and one from Thailand. The Unesco Programme Specialist in Educational Statistics and Research Method was also present at the meeting, to provide technical support. The meeting was focused especially on issues related to the use of computers, in the teaching of science and mathematics (substantive aspects such as use of computers for improved expository learning; reinforcement and practice of initial learning; increasing problem solving situations with various variables in learning; model and hypothesis making and testing; and management aspects such as management of space and time; intervening in curricular learning; optimizing hands-on experience in case of limited availability of access to computers; compatibilities; availability of software; cost). A prospectus for the Regional Training Workshop on the subject to be convened in 1989 was completed and potential documents and resource persons identified.

The funds for this activity were supplemented from funds available under Regular Programme of Unesco Sub-programme V.2.1.

Task Force Meeting: APEID Joint Innovative on Low-cost Development of Science and Technology Education

This meeting was convened at Unesco, PROAP, Bangkok, from 6-12 December 1988, and attended by seven participants from Afghanistan, Bangladesh, People's Republic of China, Lao Democratic Republic, Nepal, Thailand and Viet Nam and two resource persons from India and Thailand.

This meeting not only provided the design framework for the Joint Innovative Project, but also endorsed the strategy and its operational elements for low-cost and cost-effective, functional science and technology education.

Planning Meeting for the Preparation of Teaching Materials for Science Teaching in Primary Schools and Integrated Science Teaching emphasizing Interaction of Science, Technology and Society

This meeting was held in the Apia, Samoa from 12-16 December 1988. The report is awaited. This meeting was decentralized to the Unesco Office in Apia, Samoa.

The funds for this activity were supplemented from funds available under Regular Programme of Unesco Sub-programme V.2.1.

Internal Consultation on Use of Environment Project for Science and Technology Education

This internal consultation was organized at Unesco/PROAP, Bangkok from 3-6 January 1989, and attended by eight specialists and educators in science and technology education from Thailand. The main objective of this consultation meeting was to interpret in national project design terms, the implications of the environmental concerns regarding conservation of forests, including mangroves; and provided guidelines for developing deformalized education inputs to the relevant target populations.

Regional Training Workshop on Popularization of Science through Science Museums, Science Clubs and Science Fairs

Fund for the organization of this workshop has been allocated to the Centre for Educational Museum and the Institute for the Promotion of Teaching Science and Technology (IPST), Thailand, to host the Workshop, from 17-24 April 1989.

Funding for these activities have been supplemented from funds available under Regular Programme of Unesco Sub-programme V.2.2.

National Activities

Six national training-cum-production workshops have been funded namely, the National Training Workshops on the Training of Teachers for the Experimental Classes of Integrated Instruction of Mental, Written and Abacus Calculation (China), the National Training Workshop on Science for All (Philippines), the National Training-cum-Production

Workshop on the Development of Low-cost Science Education Equipment (Laos), the National Training-cum-Production workshop on Learning/Teaching Materials and Activities in Science education (Sri Lanka), the National Training Workshop on Innovative Direction for Future Science Curriculum Development (Malaysia), and the National Workshop on the Use of the Environment for Science and Technology Education (Nepal).

Due to political problems, the Workshop in Sri Lanka will be held during the first quarter of 1989. The Workshops in Nepal and India will also be held during the first quarter of 1989.

Services of a resource person from Thailand was provided for the National Workshop in Laos. A participant from Indonesia attended the Workshop in Malaysia. The Workshop in India will be attended by one participant each from Thailand, China and Viet Nam.

Attachments/Internships

Attachment programme, in techniques for data analysis usable in the monitoring and evaluation of implement of science curriculum, for two staff member from the Institute for the promotion of Teaching Science and Technology, Thailand, was arranged at the Australian Council for Educational Research, Melbourne, Australia, from 27 June to 11 July 1988.

Attachment programme (in relation to the Regional Workshop on Popularization of Science through Science Museums, Science Clubs and Science Fairs), was arranged to an educational advisor of Thailand to attend the Workshop on Science Museums without Wall-Exhibit to Go" at the National Council of Science Museums, Calcutta, India from 5-13 December 1988.

Attachment programme (in relation to the Malaysian National Workshop on Innovative Direction for Future Science Curriculum Development) was arranged for a member of the Ministry of Education, Indonesia to attend the National Workshop at the Curriculum Development Centre, Malaysia, from 3-8 December 1988.

3. REGIONAL TECHNICAL CO-OPERATION PROGRAMME FOR STRENGTHENING MULTI-LEVEL PLANNING AND MANAGEMENT IN EDUCATION - UNDP (RAS/86/193)

The Project is designed to contribute to promoting educational development linked to socio-economic and cultural development in developing countries in Asia and the Pacific through:

i) improvement of national capacities to design and develop national plans, programmes and projects within the framework of national educational policies;

ii) strengthening of national capacities in implementation, monitoring and evaluation of education programmes and activities, particularly at the micro/institutional levels;

iii) modernization of educational management information system to enhance implementation capacities at all levels of management and planning;

iv) sharing of experiences and expertise among the participating countries on a regular basis and organizing regional training as well as backstopping national training in the above areas.

As envisaged in the Work Plan of project RAS/86/193, the following major activities were carried out during 1988. In the implementation of these activities, funding from both the UNESCO regular programme and extra budgetary sources such as the project RAS/86/193 have been combined and used.

Regional Seminar on Management of Educational Institutions

The seminar was organized and held at the Monash University in Melbourne, Australia, from 21 to 25 November 1988. The seminar was attended by fifteen participants from the following countries: Afghanistan, Australia, Bangladesh, China, Indonesia, Japan, Malaysia, Maldives, New Zealand, Papua New Guinea, Philippines, Samoa, Thailand, Tonga and Viet Nam. Seven observers and five resource persons also took part in different seminar sessions. The Seminar was organized to exchange experiences and ideas on major issues in the modern management of educational institutions.

Regional Technical Workshop on the Role of Microcomputers within Educational Management Information Systems (EMIS)

The workshop took place from 22 June to 1 July 1988 at the UNESCO Regional Office in Bangkok. The Workshop was jointly organized with the International Institute of Educational Planning (IIEP). Twenty-three participants from fifteen countries: Bangladesh, Bhutan, Burma, China, India, Indonesia, Republic of Korea, Lao PDR, Malaysia, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Viet Nam attended the workshop. The workshop was focused on the presentation and demonstration of some of the latest microcomputer software applications for educational planning, management and statistics, as well as the sharing of country experiences and ideas for the development of computerized educational management information systems (EMIS).

Sub-regional Workshop on Planning and Capacity Building for the Development and Reform of Education in Small Island Countries

The above workshop was held in Suva, Fiji, from 17 to 21 October 1988. Ten participants and six observers from ten small island countries in the Pacific attended the workshop. They included : Cook Island, Fiji, Kiribati, Marshall Islands, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu and Western Samoa. The purpose of the workshop was to identify common trends in educational policy, planning and management and to exchange ideas and experiences for the development of planning and management capacities in the small island countries.

Technical Consultation Meeting on Microcomputer-based EMIS for the Small Island Countries of Asia and the Pacific

In conjunction with the Unesco Pilot Project PREMISIS (172/RAS/10). This meeting was held in Tonga from 9 to 13 May 1988. Six participants from : Fiji, Maldives, Papua New Guinea, Solomon Islands and Tonga; and two observers from Australia and New Zealand took part in the meeting, which monitored the progress made in the development of microcomputer-based EMIS in the island countries, problems encountered, and explore future directions for further efforts. The meeting endorsed a proposal for a two-year extension of the pilot project in order to expand and extend the impact of PREMISIS to more small island countries.

Integrated Planning Model for Education for All

In collaboration with the APPEAL team of Unesco-PROAP, support was provided to the preparation of the First Meeting for Regional Co-ordination of APPEAL (Asia and Pacific Programme of Education for All) held from 14 to 18 November 1988 in Bangkok. A microcomputer-based Integrated Planning Model for Education for All was developed and presented during the meeting. Data provided in national studies on APPEAL were used in diagnostic analysis and forecasting for policy decisions and the determination of strategies for attaining universal primary education and adult literacy by the year 2000. Diskettes containing the computer model were distributed to the national co-ordinators for APPEAL, together with the user guide, for application in the integrated planning of education for all in the countries.

Internship

Internship Programmes in Education Statistics and Management Information System were organized for seven educational planning officers from six countries: Bhutan, China, Maldives, Nepal, Western Samoa and Tonga. The programmes were tailored to the needs of each participating country and to the level of previous training of the interns. They concentrated on training in the skills and techniques for the building of database management systems for the handling of education statistics and other management information within the education system. Training in the use of analytical and simulation software applications was also given.

Technical and Financial Support

The following supports were provided to the organization of six national training activities in 1988.

- A Training Course in Microcomputer-based EMIS was held at the Department of Education of Bhutan from 31 March to 10 April 1988 for six education officers of the Department. This training course was organized within the framework of a Unesco-PROAP pilot project for strengthening education statistics and EMIS in Bhutan. The pilot project was a package that included the provision of a microcomputer with printer, the design by Unesco of a turn-key database system for the processing of annual education statistics, and training of personnel both in Bangkok and Thimphu. During the training course, the turn-key database system was demonstrated and the education officers trained in its operations. This was followed by advanced internship training in Bangkok for systems design and maintenance for one of the officers.
- At the request of the Department of Education of Western Samoa, a National Training Workshop on Microcomputer-based EMIS was held from 16 to 20 May 1988 in Apia. Twelve education officers of the Department of Education took part in the one-week intensive training conducted by a PROAP specialist and a consultant, which covered the concept and organization of microcomputer-based EMIS, education statistics, database systems, analytical and simulation applications. Work was undertaken for revising the form for the annual collection of education statistics. Unesco provided a microcomputer with printer to the Department of Education for use during the training as well as for future computerization of the Department.
- At the request of the Ministry of Education of the Lao PDR, a National Training Workshop on Microcomputer-based EMIS was organized in Vientiane from 25 to 30 July 1988. Twenty-five education officers, researchers and trainers from thirteen departments of the Ministry attended the training conducted by a PROAP specialist. The workshop covered a wide range of topics from the concept and organization of EMIS to database systems and to analytical and simulation applications.
- At the request of the Ministry of Education of the Socialist Republic of Viet Nam, technical and financial support were provided to the organization of a National Workshop on Educational Management at District Level. The workshop was held from 16 to 20 August 1988 in Ho Chi Minh City for thirty-four educational administrators and trainers from the central, provincial, district and school levels. A Unesco-PROAP specialist participated as resource person to the workshop.

- A National Training Workshop on the Management of Adult Higher Education was held in Kunming, China, from 22 to 31 August 1988, for sixty administrators and planners from the State Education Commission, provincial education commissions, other ministries, adult education institutions, universities and adult educational research centres.
- At the request of the Ministry of Education of Afghanistan, Unesco-PROAP provided financial and technical support to the organization of a National Workshop on Educational Planning and Statistics in Kabul from 23 December 1988 to 8 January 1989, for fifty education planners and administrators of the Ministry of Education and provincial education departments.
- Technical assistance continues to be provided to the ministries of education of Bhutan, Maldives, Nepal, Samoa and Tonga in further upgrading and developing the turn-key EMIS provided by Unesco-PROAP. Work has begun in designing a similar EMIS for the Ministry of Education of the Lao PDR. This kind of technical co-operation will extend to other countries at their request, and inter-country collaborative efforts will be promoted.

Programme support services

The collection of documents and materials on education policies, plans, reforms and developments, statistics and training institutions/programmes is updated on a continuing basis. Major effort is being made to focus on materials related to human resource development.

Development and upgrading of computer-aided materials in educational management information system (EMIS) continued in 1988. The analytical and simulation models on : (i) integrated projection of enrolment and requirements in teaching staff, classroom facilities and financial resources and (ii) automatic interpolation and extrapolation have been further upgraded. An Integrated Planning Model for Education for All have been developed and disseminated to the National Co-ordination Groups of APPEAL. Particular attention has been devoted to widen the dissemination and application of the EMIS software models during Unesco-supported regional and national training programmes.

Development of EMIS computer applications in the form of joint R&D efforts between Unesco and the countries continues, such as with Bhutan, Maldives, Samoa and Tonga in the design and building of microcomputer-based database management systems for the computerized storage, processing, analysis, reporting and dissemination of educational management information related to schools, pupils, teachers, facilities, expenditure, examinations, etc. Similar microcomputer-based systems are being developed for the Lao PDR. The system for Bhutan, installed in April 1988 has resulted in the publication of the first ever annual report of education statistics of Bhutan in August 1988.

To promote the sharing of innovative experiences in EMIS development in the region, a methodological case study on the use of microcomputers in the processing of a sample survey on pupils health and physical condition has been published and widely disseminated. Two other studies : one on the structure and design of a typical microcomputer-based EMIS;

and the other on the development of microcomputer-based EMIS for the small island countries are in the final editing, for publication and dissemination in early 1989.

In addition to the publications listed in Annex III, the following training and reference materials have been compiled, reproduced and disseminated for use during training activities at both regional and national levels:

Technical papers

- Integrated Planning Model for Education for All: A methodological guide
- Future of education in Asia and the Pacific: A reappraisal
- The Development of Microcomputer-based Statistical and Analytical Administrating System for Educational Activities
- Developing Microcomputer-based Educational Management Information System (EMIS) : A training manual
- A collection of ten technical papers on functional areas of management of educational institutions

Training and reference manual

The revised draft of a Handbook on Micro-level Educational Planning and Management has been prepared. Final editing is in progress.

Case studies

Fourteen country case studies on development trends in the management of educational institutions in countries of Asia and the Pacific.

Reports

- Report of the Technical Workshop for Developing Microcomputer-based EMIS for Small Island Countries in Asia and the Pacific, 30 November to 4 December 1987, Apia, Samoa.
- Draft report of the Technical Consultation Meeting on Developing Microcomputer-based EMIS in Small Island Countries of Asia and the Pacific, 9 to 13 May 1988, Tonga.
- Draft report of Sub-regional Workshop on Planning and Capacity Building for the Development and Reform of Education in Small Island Countries, Suva, Fiji, from 17 to 21 October 1988.
- Draft report of Regional Seminar on Management of Educational Institutions, Melbourne, Australia, from 21 to 25 November 1988.

4. PILOT PROJECT OF EDUCATIONAL MANAGEMENT INFORMATION SYSTEM FOR ISLAND COUNTRIES IN ASIA AND THE PACIFIC (PREMISIS) - COCA (172-RAS-10)

The Pilot Project was implemented with the following objectives:

a) To initiate co-operative efforts of island countries in Asia and the Pacific to strengthen their mechanisms for the collection, processing, analysis, dissemination and use of education statistics and management information; and to develop appropriate educational management information systems (EMIS) suited to the conditions and requirements of small island countries.

b) To develop an approach to benefit from the use of microcomputers in the modernization of national EMIS's.

c) To make a preparatory step for the adaptation and introduction of microcomputers use into various levels and aspects of the educational administrative systems.

d) To initiate basic training of administrative personnel and to assist in the organization of national training programmes for those in decision-making positions in microcomputer-based EMIS.

The Pilot Project became operational in September 1987 with the approval of the budget and allocation of funds. Activities carried out were jointly funded by the Unesco Regular Programme budget as well as from Extra-budgetary source under the UNDP Regional Project: "Strengthening Multi-level Planning and Management in Education". As envisaged in the work plan, the following activities were carried out:

a) Two education officers, one each from Tonga and Western Samoa, took part in a one-month PROAP Internship Programme in Education Statistics and EMIS in January 1988 to study database management systems design in EMIS and to develop such systems for building the EMIS in their respective countries.

b) A Technical Consultation Meeting on Microcomputer-based EMIS in the Small Island Countries in Asia and the Pacific was held in Tonga from 9 to 13 May 1988, to evaluate the progress and achievements of the present phase of the Pilot Project, to identify emerging issues, and to recommend actions for the future. Six participants from five small island countries: Fiji, Maldives, Papua New Guinea, Solomon Islands and Tonga; and two observers from respectively Australia and New Zealand attended the meeting. The meeting examined and endorsed a proposal for a two-year extension of the pilot project.

c) Technical and financial support were provided to the Department of Education of Western Samoa to organize a National Training Workshop on Microcomputer-based EMIS for twelve education officers. A PROAP staff and a computer consultant conducted the training in Apia from 16 to 20 May 1988. Technical guidance was provided on the revision of the national education statistics systems and data collection forms.

Programme support services

Apart from microcomputer-based analytical software applications, PROAP provided technical assistance in the development and upgrading of prototype. EMIS database management systems for Maldives, Samoa and Tonga. Latest techniques as embodied in a EMIS database developed for Bhutan were shared with the participants at the Technical Consultation Meeting in Tonga, as well as through the dissemination of a manual on EMIS database design. This manual also contain sample computer programs for different operating functions.

Evaluation and recommendation

The pilot project PREMISIS, phase I was satisfactorily completed as scheduled on 30 June 1988. The outcome of this pilot project has been very positive, in bringing about major improvement in the planning and management of the education system in the participating small island countries. These countries nowadays operate powerful computerized EMISs which are making important contributions to the efficiency and effectiveness of educational management. The project also created a high level of awareness among the top decision makers on the use of complete, relevant and timely information for policy, planning and management.

As these countries are still in the early stages of the development of EMIS, a great deal of additional efforts will be required to train more personnel and to further improve and expand the systems, as well as to apply them in various aspect of educational planning and management. Furthermore, Fiji, Papua New Guinea, as well as other Pacific countries such as Solomon Islands, Kiribati and Vanuatu have yet to systematically implement EMIS development. These countries suggested to UNESCO the launching of a second phase to this pilot project; and they endorsed a proposal to this effect which was sent to Australia and New Zealand for consideration.

5. REGIONAL TECHNICAL CO-OPERATION IN HIGHER EDUCATION FOR DEVELOPMENT IN ASIA AND THE PACIFIC - UNDP (RAS/86/171)

The project on regional technical co-operation in higher education for development in Asia and the Pacific broadly aims to:

a) improve the quality of teaching, applied research and community programmes of the participating higher education institutions to meet the needs of national development;

b) increase the efficiency of the participating higher education institutions in the management of their resources;

c) facilitate the sharing of expertise and advancement of knowledge among the higher education institutions within and between countries in this region; and

d) enable the participating higher education institutions to provide educational opportunities to a larger number of people, particularly women and disadvantaged groups.

The Project covers a period of four years from 1987 to 1990. Within the above broad objectives, the project has its focus on four major programme areas: (a) distance education and open university structure; (b) academic and applied research staff development; (c) management of resources; and (d) women's participation in higher education. The programme activities include training, production of training materials, studies and documentation.

The project, in its second year, was able to provide training and orientation to 98 higher education administrators and teachers. This was possible through two regional workshops, one regional seminar, one regional planning meeting, two national training workshops, and three study visits. Three substantive reports, arising out of the regional meetings were produced and distributed.

Details of major activities carried out during 1988 are as follows

Distance Education and Open University Structure

Regional Workshop on Science, Technology and Outreach Courses by Distance Education was organized by the Open University of Sri Lanka in Colombo from 19 to 23 September 1988. Eight specialists: two from Sri Lanka and one each from China, India, Indonesia, Pakistan, Papua New Guinea and Thailand, one resource person from Australia and six observers from Sri Lanka attended the workshop. The workshop analysed the present status of science, technology and outreach programmes in the participating institutions and recommended strategy and methodology for further development of such courses. It also suggested ways and means for increased co-operation among distance education institutions to promote such courses. The workshop produced a report which was later printed and distributed widely.

National Training Workshop on the Organization and Management of Study Centres was organized by Universitas Terbuka, Indonesia from 24 to 31 August 1988. The workshop was attended by 24 representatives from 10 regional study centres and the Universitas Terbuka central office. The workshop recommended expansion of functions of the study centres and the establishment of new study centres outside the location of regional centres. In fact, new study centres came into existence as a result of recommendations of this workshop.

National Training Workshop on the Organization and Management of Study Centres was organized by Indira Gandhi National Open University, New Delhi, from 17 to 25 October 1988. A total of 32 co-ordinators and counsellors of study centres from various places in India participated in the workshop. Ten other administrators and co-ordinators of distance education study centres also contributed as resource persons. The workshop particularly analysed factors affecting success of study centres and recommended measures which may improve their operation including functions related to effective student counselling services, and management of examination and evaluation system of the university.

Academic and Applied Research Staff Development

Regional Seminar on Organization and Management of Teaching-Learning Units in Universities was organized by Tribhuvan University, Nepal from 31 October to 4 November 1988. Nine participants: two from Nepal and one each from Bangladesh, Papua New Guinea, Philippines, Pakistan, Republic of Korea, Thailand and Viet Nam attended the workshop together with one resource person from Australia and one observer from Thailand. The workshop was a sequel to a regional seminar held earlier (1984) and had a more specific focus of exploring different structural arrangements that have been developed and utilized to help improve teaching and learning in universities.

The workshop discussed practical issues such as organization and administration of academic staff development units, the recruitment and training of staff, activities and programmes, structure and internal efficiency and their relations with other academic developments in a university. The workshop emphasized the need for the establishment of an academic staff development unit as an integral part of a higher education institution. A monograph brought out of the workshop report was distributed and also used as the substantive document in other national training workshops held on the same topic as a follow-up.

Management of Resources

Regional Seminar on Mobilization of Additional Funding for Higher Education was organized by the Ministry of University Affairs, Thailand and was held in Bangkok, from 22 to 27 August 1988. Sixteen higher education planners and administrators from 12 countries as follows attended the seminar: two each from China, India, Indonesia and Thailand; and one each from Bangladesh, Nepal, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Sri Lanka, and Viet Nam. Two representatives of UNDP, two resource persons from Australia and Bangladesh and one observer from the World Bank and three staff members of Unesco also participated in the seminar.

There is an urgent need to provide adequate levels of funding to facilitate further development of higher education in Asia and the Pacific region. In most countries of the region higher education secures the bulk of its funding from government sources. But higher education funding is under constant challenge because of other heavy demands on limited government resources. Thus higher education systems and institutions need to consider a variety of strategies in order to achieve increased cost efficiency and more effective resource use. In this context, the seminar identified various sources which could be explored for augmenting additional funding and cited examples of success in this regard. On the other hand, the seminar suggested specific measures for better use of existing resources by reducing expenditure on essentials and non-essentials and using facilities on a more intensive basis. Reduction in costs will enable resources thus saved to be used for other purposes. The seminar strongly advocated that higher education institutions undertake study on cost-efficiency analysis and explained the methodology for such studies. The seminar report was published as a monograph for wider distribution.

The regional seminar was preceded by a short planning meeting of three experts from Australia, Bangladesh and Japan held in Bangkok from 22 to 26 February 1988. They prepared the detailed prospectus for the regional seminar.

Study visits and attachment

Study visit in distance education was organized by Allama Iqbal Open University, Pakistan from 26 November to 8 December 1988. AIOU is the oldest open university in this region and enrols some 150,000 students in its various programmes ranging from PH.D. to literacy training in the rural areas. Four distance education specialists from four countries namely: Bangladesh, China, Indonesia, and Sri Lanka participated in such programme. The two-week study visit provided the participants with opportunities to see the operations of AIOU and familiarize themselves with the academic programmes and extension work, development and production of instructional materials, particularly broadcast materials. The participants were also able to visit a number of regional and other study centres.

Study visit on university curriculum was organized for Dr. Sithichai Egoramaiphol from Thammasat University, Thailand to enable him to observe new curriculum developments, at the University of Queensland, Australia from 5-9 September 1988, (particularly in Biochemistry, Physiology and Pharmacology). He also attended the ASAIHL regional seminar on collaboration in education in health and nutrition in Southeast Asia and the Pacific at the same university.

Study visit in Teacher Education: Partial support was provided to Dr. A. H. Latif, Director, Institute of Education and Research, Dhaka University, Bangladesh to enable him to present a key paper and participate in the Asia-Pacific Conference on Teacher Education - New Directions for a Changing World, held at the Chulalongkorn University from 11 to 14 July 1988.

Reports

The following reports were produced and distributed.

Report of the Regional Seminar on Organization and Management of Teaching-Learning Units in Universities

Report of the Regional Workshop on Science, Technology and Outreach Courses by Distance Education

Report of the Regional seminar on Mobilization of Additional Funding for Higher Education

6. REGIONAL PROGRAMME FOR POPULATION EDUCATION UNFPA (RAS/86/PI3)

The Regional Programme on Population Education has gone through four project cycles, namely (i) 1972-1975, (ii) 1980-1983, (iii) 1980-1983 and (iv) 1984-1987. In January 1988, the fifth project cycle (1988-1991) was launched bearing in mind the principle that inter-country programmes are useful and justified only to the extent that they are in support of country programmes and activities. The roles and functions of the Regional Team on Population Education, which is manning the Regional Sectoral Programme, are defined by the consideration that in the matter of population, as indeed in all other socio-economic development, the main focus of international co-operation for development is a country. It is there that the problems of development are. Regional activities, therefore, serve the specific purposes of providing technical assistance for national development within the framework of mutual co-operation among a group of countries, with funding and technical support from UN bodies and other international organizations.

Two regional forums reconfirmed unanimous support to Unesco's Regional Programme in Population Education, namely (i) the 1985 Fifth Regional Conference of Ministers of Education and those Responsible for Economic Planning in Asia and the Pacific (MINEDAP V) which recommended to Unesco "to continue assisting Member States in strengthening and revitalizing the population education programme"; and (ii) the 1986 Regional Consultative Seminar on Population Education (one each in Asia and the Pacific), which manifested support by preparing the two Regional Programme in Population Education for 1988 to 1991 (RAS/86/PI3 and RAS/80/P04).

The four main programmes of the Regional Team are (i) provision of technical assistance via advisory missions, (ii) mobilization of national capacities for inter-country co-operation, (iii) assisting country programmes in coping with crucial problem areas and in developing prototype curricular materials/strategies/research designs, and (iv) facilitating the flow of materials and information in population education. The achievements in each of these programmes are briefly indicated below.

Advisory Missions

At the request of UNFPA Country Directors and the governments, the Regional Advisory Team undertook 33 missions (44 man-weeks) to Bangladesh, China, India, Indonesia, Malaysia, Maldives, Nepal, Pakistan, Philippines, Thailand and Viet Nam. Similarly the Regional Adviser in the Pacific undertook 19 mission (15 man-weeks) to Kiribati, Vanuatu, Fiji, Palau, Federated States of Micronesia, Marshal Islands, Solomon Islands, Cook Islands, New Zealand, Papua New Guinea, Western Samoa and Tonga. Through these missions, the Regional Advisory Team assisted Member States in planning new population education projects, project formulations, seminars and meetings, development of curriculum and materials, national training programmes, project reviews and evaluation, and documentation.

Mobilization of National Capacities for Inter-country Co- operation

There are 12 countries in Asia and 10 countries in the Pacific which have launched population education programmes. Although, these country programmes are at various stages of development, most have excellent features to share with others via study visits and exchange of materials and information. Many countries have evolved institutional mechanisms which could be tapped to help train key project personnel from emerging country programmes such as through study visits, attachment programmes, short-term courses and long-term fellowships in population education. The Regional Team facilitates the mobilization of such national capacities via inter-country co-operation. The achievements in this regard in 1988 are as follows:

Study Visit

The Regional Advisory Team arranged the following study visits in 1988:

i) The Director of the Population Education Programme in Nigeria to the Philippines (9-14 March), Indonesia (15-20 March), and Thailand (23-24 March).

ii) Four Indian Adult Educators under project IND/86/P30 - Integration of Population into Adult Literacy Programme to the Philippines (13-19 March), Indonesia (20-26 March), and Thailand (27 March-1 April).

iii) Seven Indian Educators under project IND/86/P01 - Population in Formal and Non-formal Education System to Thailand (29 August-4 September) and Viet Nam (5-9 September).

iv) The Programme Co-ordinator in Kenya to Indonesia (24-31 October) and the Philippines (2-19 November).

Attachment Programme

i) One Maldivian project staff (MDV/84/P01) with Directorate of Adult Education, India (2-20 February).

ii) One Maldivian project staff (MDV/84/P01) with PROAP Clearing House, Bangkok, Thailand (16 February-16 March).

National Training Programme

Country	Activities	Date Participants	Number of
China	National Sharing of Experience in Population Education	19-27 March	55
	Intensive Training Programme in Population Education	4-16 May	12
	National Training Workshop for Teachers and Educators on Puberty Education (Sex Education)	18-27 September	100
India	Workshop for the Development of National Source Book	7-10 April	13
	National Workshop for the Development of Minimum Core Content in Population Education	27 Mar.-3 Apr.	30
Malaysia	Workshop for the Development of Field Worker's Manual	9-19 March	15
Maldives	Curriculum Review Workshop on Population Education in Formal and Non-formal Education	1-4 June	40
	Workshop on Cost-effectiveness of Training Strategies in Population Education	1-4 August	18
Viet Nam	National Training Programme on Family Life and Sex Education	2-17 March	15
	Training Programme on Information Networking in Population Education	15-21 August	34
	Total		332

Assisting Country Programmes in Crucial Problem Areas

Guidance is always sought from the Member States in identifying crucial problem areas faced by them in planning and implementing their national population education projects. These problems areas are then prioritised and included in the regional programme of action so as to assist national projects in determining solutions to such problems.

One such problem was foreseen in the area of software development as many countries in the region acquired audio visual equipment including tape-recorders, cameras, slide projectors, and video cassette recording system but lacked sufficient technical know-how to operate them and develop appropriate software with the funding support from UNFPA and in collaboration with AIBD, Kuala Lumpur a Regional Training Workshop for the Development of Slides and Tapes and Video Cassette tapes on Population Education was organized from 18 October to 1 November 1988. The main objectives of the Workshop were as follows: (i) exchange of experiences in the development of slides and tapes and video cassette tapes; (ii) develop process skills in the development of slides and tapes and video cassette tapes; and (iii) develop prototype slides and tapes and video cassette tapes on population education focused on the core messages of population education.

The workshop was attended by 18 participants from Bangladesh, People's Republic of China, Democratic People's Republic of Korea, India, Indonesia, Malaysia, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Viet Nam. During the workshop, participants exchanged their experiences in the development of slides and tapes and video cassette tapes including other audio visual materials in population education and developed two sets of prototype video programmes and two slide and tape programmes on 4 topics focussing on the core messages of population education. On return to their own countries, the participants are expected to develop additional slides and tape sets and video cassette on different population education core messages using innovative approaches and methodologies.

Facilitating the Flow of Materials

The Regional Advisory Team facilitates the flow of population education and materials among countries of the region and within countries through its various services. The achievements in this regard are cited below:

The Clearing House for Population Education received 619 letters from January to December 1988, 392 of which were requests for information/publications and the rest were correspondences, feedback and acknowledgement letters.

A total of 21,535 copies of publications were distributed to 2,845 addresses during the reporting period in response to requests and for selective dissemination of information.

a) Bulk mailing	9,988 documents
i) Population Education in Asia and the Pacific Newsletter and Forum No.27	2,890 copies
ii) Population Education Accessions List, July-December 1987	1,000 copies
iii) Population Education Teaching Guide, First to Six Grade of Basic Education	180 copies
iv) Cost Effectiveness of Training Modalities in Population Education: A Manual	2,000 copies

v)	Population Education Accessions List (January-June 1988)	1,046 copies
vi)	Population Education in Asia and the Pacific Newsletter, No. 28	2,872 copies
b)	SDI activities (backstopping to national projects)	2,750
c)	Individual requests	4,091
d)	In support of meetings and missions	793
	Total	17,622

Collaboration with other International Agencies

The Regional Advisory Team continues to collaborate with UNFPA, ESCAP, UNEP, WHO, FAO, ILO and ASEAN.

Technical Backstopping of Country Projects

In Asia, the Regional Team continues to provide technical assistance to the following country projects in population education.

Bangladesh

BGD/88/P01 -	Integration of Population Education in Literacy Programmes

China

CPR/85/P38 -	Population Education in Secondary Schools
CPR/85/P42 -	Population Education through Peasant Schools

India

IND/86/P01 -	Population Education in Formal Education
IND/86/P30 -	Population Education in Adult Literacy Programme
IND/86/P35 -	Population Education in Colleges and Universities

Indonesia

INS/86/P07 -	Population and Family Planning Education through Private Institutions

Malaysia

MAL/78/P03 -	Family Life Education through Family Development Programme

Maldives

MDV/84/P01 - Population Education in Formal and Non-formal Education

Nepal

NEP/80/P08 - Population Education in the Formal Education System

NEP/83/P12 - Population Education in the Non-formal Education System

Pakistan

World Bank supported Population Education Project.

Thailand

THA/78/P01 - Development and Implementation of Population Education

Viet Nam

VIE/88/P06 - Population Education through Formal and Complementary Education Systems

VIE/88/P08 - Population Education through Parent Education

VIE/88/P09 - Family Life and Sex Education

VIE/88/P10 - Population Education in the Formal and Non-formal Education

Likewise, the Regional Advisory Team assisted in preparing following new projects during 1988:

Bangladesh

BGD/88/P10 - Integration of Population Education in Literacy Programmes of Non-governmental Organizations

Maldives

MDV/88/P01 - Population Education in Formal and Non-formal Education (second phase)

Nepal

NEP/88/P - Population Education in Formal and Non-formal Education

Pakistan

PAK/88/P03 - Population Education through Non-formal Education System

Philippines

PHI/89/P - Population Education for Special Interest Groups

In the Pacific there are ten operational projects which are being provided technical backstopping by the Regional Adviser for Population Education in the Pacific. These are as follows:

Cook Islands

CKI/84/P01 - Population Education in the School System

Federated States of Micronesia

TTP/84/P07 - Population Education and Awareness in the Federated States of Micronesia

Fiji

FIJ/82/P01 - Family Life Education

Kiribati

KIR/85/P01 - In-School Population Education

Marshall Islands

TTP/80/P04 - Population Education in the Marshall Islands, Territories of the Pacific

Palau

TTP/85/P42 - Population Education and Development in Palau

Solomon Islands

SOI/80/P02 - Population Education and Awareness

Tonga

TON/85/P01 - Population Education Awareness

Western Samoa

SAM/P01/85 - School Population Education in Western Samoa

Vanuatu

VAN/85/P01 - Integration of Population Education into the Formal and Non-formal Education Programme

UNFPA RAS/86/P13: Regional Programme for Population Education

Activity	Participation			
Regional Training Workshop for the Development of Slides and Tapes and Video Cassette Tapes on Population Education	BGD (1),	CPR (2),	DRK (1),	IND (2)
	INS (2),	MAL (1),	NEP (1),	PAK (2)
	PHI (1),	SRL (1),	THA (1),	VIE (3)

UNFPA RAS/88/P60: Regional Programme for Population Education

Activity	Participation			
Regional Seminar on Family Life/Sex Education in the Pacific	CKI (2),	FSM (1),	FIJ (2),	KIR (2)
	MAR (2),	PAL (1),	PNG (2),	SAM (3)
	SOI (1),	TON (2),	VAN (2),	NZE (4)

7. TRAINING PROGRAMME IN ENVIRONMENTAL EDUCATION FOR SCIENCE TEACHERS AND SUPERVISORS IN THE ASEAN REGION - UNDP (RAS/86/054)

The project was approved by UNDP during the third quarter of 1988. Its implementation started with the fielding of a consultant, Dr. M. Soerjani, who completed his needs assessment visits to ASEAN countries for preparing papers for the planning meeting to be held in Manila in February 1989. The host country agreement for the planning meeting has been concluded with the Government of the Philippines.

8. DEVELOPMENT OF EDUCATIONAL FACILITIES IN ASIA AND THE PACIFIC - AGFUND (522-RAS-10)

Note: The report below covers the period November 1987 through October 1988 in conformity with the reporting cycle of this project.

The project Development of Educational Facilities in Asia and the Pacific (DEFAP) has been funded through the generous assistance of AGFUND. The project aims to encourage experimentation at national level through the sponsorship of experimental prototypes of buildings, furniture or other activities directly relevant to improving the quality or efficiency of physical facilities for education. By the end of 1988 sixteen countries had indicated their interest to participate in this project which covers four areas of activity: prototypes, national training, regional training, management and information.

The project is administered by the Educational Facilities Development Service of PROAP which consists of one principal architect, associate experts in architecture and engineering, an architectual research assistant and a secretary. As this team has been created to carry out Unesco's Regular Programme functions it is sometimes been necessary to mobilize outside consultants to support various activities.

Prototypes

Contracts were signed for prototype work in Laos, Maldives, Nepal and Western Samoa.

Laos was given assistance for the purpose of developing prototypes that can be constructed in three different climatic zones of the country: the plains, the low hills and the high hills. This project will be linked with a number of activities currently taking place for the design and construction of primary schools in Laos one of which is funding a three month consultant to be recruited by Unesco.

The contract with Maldives concerns the development of a new line of furniture which can be used in the new secondary school which is planned for the southern atolls. Initial designs have been drawn up by PROAP and commented upon by the government. The objective of the work is to develop furniture which takes into account the basic anthropometric data available for the country, responds to modern pedagogical needs, introduces a modern design and, yet will resist the severely corrosive conditions of the island climate.

Nepal's proposal was approved for construction of a prototype primary school which introduces new technologies into traditional construction technique with the objective of reducing costs and reducing the amount of scarce resources such as timber. The design will be developed with close co-operation with PROAP.

The Republic of Korea has been given support for a study on the installation and operation of a Learning Research Centre. The work is to be carried out over three phases. (1) Develop a LRC prototype model; (2) Experimental installation and operation of a LRC and (3) Evaluation. This project can have a substantial impact of the development of education in the Republic of Korea. Furthermore it will be a great interest throughout the region. The

PROAP input will be to provide information material such as case studies of LRCs in the region and research studies.

The Western Samoa project is particularly interesting in that it involves the safeguarding of South Pacific architectural tradition. In the South Pacific each extended family has its own "fale" which is a place for ceremonies and making collective decisions. The traditional fale may be a round building or a long building with rounded ends constructed of coconut tree timber lashed together and covered with a thatch. The persons who know this technique are declining in number. The proposal is to construct in one of the largest schools in Apia a fale which would serve as a multi-use hall. In addition it would provide a stimulation to train new craftsmen and, at the same time, develop in the students understanding and respect for their traditional architecture.

Regional Training

On 22 February to 4 March 1988 a regional training course was held in Roorkee, U.P., India on educational buildings in earthquake affected areas. The course was attended by 20 persons from 10 countries. Eighteen persons were supported by the project with the others coming under Unesco's regular programme. The course was organized by the University of Roorkee under the guidance of Prof. A.S. Arya. The course was especially intended for engineers and architects but aimed to present the materials in a way so that advice may be given to non-architects and engineers that can help ensure the stability of small one and two storey educational buildings.

National Training

Bangladesh was given support to hold a national training activity. This is to be carried out in liaison with a prototype activity which aims to transfer new technology developed in the building research station to large scale building programmes. Three new designs are proposed which variously introduce pre-cast prestressed concrete structural elements, fero-cement roofing slabs and ekra walls. Comments on the design have been made by Unesco and design refinements are now underway.

China was granted support for a national workshop for the training of school construction specialists from each province in the country. The course is intended to make provincial officials aware of developments in design and planning of buildings and furniture. Unesco PROAP will participate in the course by presenting papers building resistance to earthquakes and cyclones and also covering environmental considerations.

A contract for Nepal was signed for a ten day course for at least 30 construction of overseers working in the Ministry of Education on repair, maintenance and construction of primary of schools.

Philippines was granted support for a national training course on maintenance of school buildings. The course will be attended by administrators who will become the responsible persons for the maintenance operators.

Information

A consultant, Mr. Felice Guiang of Philippines was engaged to review the experiences in primary school design under this project and to prepare a technical document which may be used in the region as a basic reference book for primary school design.

On the basis of decisions taken in a meeting in Paris, the draft directory of educational buildings organizations was planned. Up to October 1988 six new publications and seven reprints have been issued under this project.

9. JAPANESE FUNDS-IN-TRUST

Since 1977, the Government of Japan, through its Funds-in-Trust arrangement with Unesco, has been providing assistance to APEID in the form of mobile training team operations in specific areas. Currently, there are altogether five mobile training teams in the following areas: educational technology, curriculum development, science education, vocational and technical education, and special education.

The following is the summary of the 1988 mobile team operations.

Mobile Team in Educational Technology

Tonga
(Japanese fiscal year 1986-1987): 506-RAS-61

Two senior members from Primary Schools, Ministry of Education, Tonga, undertook a study visit to Japan and New Zealand in November 1987. The in-country training workshop was organized in Nuku'alofa from 8 to 17 February 1988, with the assistance of two resource persons, one each from Japan and New Zealand.

Mobile Team in Curriculum Development

Nepal
(Japanese fiscal year 1986-1987): 506-RAS-64

The study visit of three team members from the Curriculum, Textbook and Supervision Development Centre of Nepal undertook a study visit to Malaysia, Thailand and Republic of Korea in February/March 1988. The in-country training workshop was organized from 11 to 20 April 1988. Two resource persons assisted in organizing and conducting the workshop. One resource person was from the Republic of Korea, and the other from Japan.

Philippines
(Japanese fiscal year 1987-88): 506-RAS-74

On the basis of a request from the Philippines, an outline of a project was developed and the concurrence of the donor Government received in October 1988. The study visit to China, Republic of Korea and Thailand will take place in March 1989.

Mobile Team in Science Education

Socialist Republic of Viet Nam
(Japanese fiscal year 1986-1987): 506-RAS-63

The in-country training workshop was organized from 3 to 15 February 1988 at the National Institute of Educational Science, Hanoi.

Indonesia
(Japanese fiscal year 1987-1988): 506-RAS-73

The services and facilities under the mobile team in science education has been rendered to Indonesia. The study visit was arranged to Japan during 16-22 October 1988. The in-country workshop was held from 10 to 25 December 1988, with the emphases on computer-assisted education in science, and futures science content. The services of the resource persons from Japan and Australia were provided. The final report is awaited.

Mobile Team in Vocational and Technical Education

Lao PDR
(Japanese fiscal year 1985-1986): 506-RAS-52

In response to a request from Lao PDR, an outline of the project was prepared and transmitted to the Japanese Government for concurrence and nomination of a suitable resource person for an in-country training workshop. The Government of Japan has sought further information which is being provided.

Countries requesting mobile team operations in vocational and technical education
(Japanese fiscal year 1986-1987): 506-RAS-62

China had made a request for a mobile team, but the detailed proposal for preparing an outline of the project for submission to the donor country is still awaited. **Iran** and **Bangladesh** have also requested for this facility. Their detailed proposals are awaited. **Indonesia** has expressed an interest in the mobile team in this area also.

Mobile Team in Special Education

Thailand
(Japanese fiscal year 1986-1987): 506-RAS-65

The mobile team workshop in special education hosted by Thailand and focused on the hearing disabled was successfully completed. Study visits to Japan and Republic of Korea were completed. Prof. Hideo Imai (Japan) and Dr. C. Rumsey (Australia) acted as resource persons. Negotiations are under way regarding the items of equipment to be purchased under the project.

Next Mobile Team Operation
(Japanese fiscal year 1987-1988)

A request has already been received for the Philippines to host the next mobile team operation, with focus on early childhood disabled populations. Further negotiations will take place during the first quarter of 1989.

Part Three

NATIONAL OPERATIONAL PROJECTS

LIST OF NATIONAL PROJECTS SUPPORTED BY UNESCO IN ASSOCIATION WITH EXTERNAL SOURCES OF FUNDING

National Projects - Education

AFGHANISTAN

Project No. & Title: AFG/86/019 - English Language Training Programme (2nd phase)

Duration: January - December 1988 (Preparatory Assistance)

Funding Source: UNDP - US$ 273,800

Description: Continuation of the programme activities in the English Language Training Centre. Outputs: (1) Continued operation of the English Language Centre. (2) Core of nine teachers with upgraded skills for further training in English Language. (3) Continued functioning of the Library Resource Centre. (4) Continued use of languages laboratory facility. (5) 600 Afghans nationals trained in English Language. (6) Continued production of teaching materials/programmes.

BANGLADESH

Project No. & Title: BGD/82/048 - Strengthening of the Planning Cell of the Ministry of Education

Duration: 1984-1988

Funding Source: UNDP - US$ 468,500

Description: To build up the capacity of the Planning Cell of the Ministry of Education and to improve its efficiency and effectiveness in assistance to the formulation of major policies and decisions in education, in implementation, as well as in educational project formulation, co-ordination, monitoring and evaluation. This includes the development of computerized management information systems for the Ministry of Education in service to planning, programming, processing and monitoring.

Project No. & Title: BGD/84/001 - Strengthening of Technical Education

Duration: 1985-1990

Funding Source: UNDP - US$ 5,960,852

Description:

1) To revise and up-date existing curricula and develop and implement an industrial attachment programme for students of four engineering colleges and 17 polytechnics.
2) To modernize engineering colleges and polytechnics by provision of additional equipment and materials as required for curriculum reform.
3) To organize and implement a staff development scheme through local, regional and international training.
4) To strengthen the management capacity of the directorate of technical education, with emphasis on the inspection wing, to support: - curriculum implementation; - improved teaching methods; - repair and maintenance of equipment; - experience in industry.
5) To strengthen the management of engineering colleges and polytechnics by developing new procedures and institutional arrangements.
6) To support examination reform in engineering colleges and polytechnics through the appropriate bodies.

Project No. & Title: BGD/85/018 - Universal Primary Education

Duration: 1985-1990

Funding Source: UNDP - US$ 2,068,930

Description:

To assist the Directorate of Primary Education in the planning, preparation, organization and implementation of a management system for central and field level implementation of the Integrated School Development (ISD) Programme, through
1) development of nationwide pre-service and in-service teacher training including the training of teacher trainers and field staff;
2) planning, organization, implementation and monitoring of management training programmes for UPE personnel;
3) preparation of policy/reform plans and studies related to primary teacher training, pupil promotion, career development for primary educational personnel, non-formal education for children and youth and publishing and distribution procedures; and
4) development of methods and instruments for continuous pupil assessment and a minimum learning continuum for primary grades.

Project No. & Title:	BGD/87/015 - Training of Technicians at the Bangladesh University of Engineering and Technology (BUET), DHAKA and the Asian Institute of Technology (AIT), Bangkok
Duration:	September 1987 - September 1989
Funding Source:	UNDP - US$ 779,000
Description:	1) To upgrade the skills of engineers, architects and technologists in the major fields of Water Resources Engineering, Civil Engineering, Industrial and Production Engineering, Human Settlement Development, Urban and Regional Planning and Computer Engineering by a co-operative programme of continuing education between the Bangladesh University of Engineering and Technology (BUET) Dhaka and the Asian Institute of Technology (AIT) Bangkok. 2) To strengthen the local institutional capacity of BUET to administer the above continuing education course independently in future, through: (a) Faculty development through BUET-AIT linkages; (b) Provision of instructional aids for the laboratory and workshop; and (c) Library facilities.
Project No. & Title:	BGD/87/019 - Mass Education through Small Local Organizations (METSLO): Pilot Project
Duration:	1988-1989
Funding Source:	UNDP - US$ 339,940
Description:	To assist Government's Third Five Year Plan's sectoral objective of achievement of functional literacy, with numeracy, by adults and children over 10 years deprived of adequate schooling, as well as maintaining and improving achieved levels of functional literacy, once it is attained. To assess the feasibility of the mass education programme through small local organizations, by implementing a pilot project programme in the region of Jessore-Khulna, and North Dhaka and other selected areas. To develop, through a steering committee, a mechanism for joint Government-NGO- donor collaboration in literacy.
Project No. & Title:	505/BGD/10 - Mohila (Women) Polytechnic Institute
Duration:	1984-1988
Funding Source:	Saudi Arabia FIT - US$ 1,666,165

Description: 1) To train young women as technicians for electronics industry and architecture;
2) To establish physical facilities of the only polytechnic for women; to develop its academic programme and to equip the workshops in architecture and electronics.

Project No. & Title: 701/BGD/10 - Bangladesh Educational Equipment Board (BEEB)

Duration: 1985-1988

Funding Source: Asian Development Bank(ADB) - US$ 710,000

Description: To promote better teaching through the development and supply of educational equipment to schools, enabling the teachers to transfer to the students, knowledge and skills more effectively and efficiently.

BHUTAN

Project No. & Title: BHU/80/016 - National Institute of Education

Duration: 1981-1991

Funding Source: UNDP - US$ 1,555,730

Description: 1) Establish secondary teacher department on existing primary TTI campus, Samchi.
2) Set up 3-year B.Ed. degree course and l-year bachelor teaching degree.
3) Establish two regional teacher centres and network in-service training facilities country-wide for teachers, supervisors and other categories educational personnel.
4) Create unified National Institute of Education with primary and secondary teacher training.
5) Up-grade science and mathematics teaching; to train teachers for new roles as community animators/adult education staff. 6) Establish institutional linkages with teacher education centres abroad.

Project No. & Title: BHU/84/013 - Sherubtse Degree College Kanglung

Duration: 1985-1989

Funding Source: UNDP - US$ 603,450

Description: 1) To provide supplementary assistance so that at least 70 students can qualify for degree recognized by Delhi

University.
2) To lay foundations for further evolution which may contribute to expanded programme for future multicampus university by producing a cadre of Bhutanese faculty staff.

Project No. & Title: 504/BHU/10 - National Institute of Education

Duration: 1984-1988

Funding Source: Norwegian FIT - US$ 1,049,380

Description: The lack of adequate physical facilities has been a handicap to training of teachers to meet the growing demand for primary and secondary school teachers. Construction of a main building, library and administrative offices, and provision of furniture and equipment; construction of an auditorium-cum-sports hall with place for stage activities; construction and renovation of staff housing units, construction of services buildings; development of site with roads, footpaths, playfields, landscaping, drainage.

Project No. & Title: 522/BHU/10 - National Institute of Education

Duration: 1984-1988

Funding Source: AGFUND FIT - US$ 460,000

Description: Construction of classrooms and laboratories, a boys hostel with accommodation for 128 students and a canteen. Construction and renovation of staff housing units of Classes I, III and IV.

BURMA

Project No. & Title: BUR/83/003 - Upgrading of the Training of English Language Teachers

Duration: 1985-1988

Funding Source: UNDP - US$ 338,500

Description: To provide teacher trainers with advanced training in English speaking countries. To strengthen one of the language laboratories within the Ministry of Education, with technologically modern audio-visual equipment for the purpose of developing new methods, practices, teaching materials.

Project No. & Title: BUR/85/010/A/01/03 - Development of Special Education Services for Disabled Children

Duration: 3 years

Funding Source: UNDP - US$ 218,900

Description: Teaching staff instructing children with physical disabilities in social welfare department schools, and integrated settings in normal schools, will have been trained locally to teach in selected integrated schools. Resource teaching and technical advisory centres (RTTAC) will have been established in rural and urban areas, to provide professional advice and technical assistance to teachers and pupils and parents, working with children with physical disabilities. A modified combined physiotherapy and occupational therapy service for children with physical disabilities, and attending schools in integrated settings will have been established in a rural and urban area; under the social welfare department. Voluntary teaching/welfare assistance (teacher aides) who help teachers of children with physical disabilities working in integrated settings, within the organizational framework of the department of Social Welfare and the Peoples Health Programme, will have been established.

Project No. & Title: - AD/BUR/86/344 E (Education Sector) - AD/BUR/86/344 I UNFDAC/Burma Programme for Drug Abuse Control (Phase III)

Duration: 1986-1991

Funding Source: UNFDAC - US$ 2,134,460

Description: Drug preventive education (formal and non-formal) and information dissemination; training of personnel and enhancement of institutional capacities for the purpose.

COOK ISLANDS

Project No. & Title: CKI/84/P01 - Population Education in the School System

Duration: 1984-1988

Funding Source: UNFPA - US$ 51,704

Description: To introduce population education in the school curriculum, particularly social sciences (Forms 1 to 5), and in teacher education.

CHINA

Project No. & Title:	CPR/85/P38 - Population Education in Secondary Schools
Duration:	1985-1990
Funding Source:	UNFPA - US$ 950,250
Description:	i) To contribute to the realization of the country's policy and to help in the attainment of four modernizations that is industry, agriculture, national defence, science and technology; and ii) the institutionalization of population education in middle schools and pedagogical institutes.

Project No. & Title:	CPR/85/P42 - Population Education through Peasant Schools
Duration:	1985-1989
Funding Source:	UNFPA - US$ 218,000
Description:	To contribute to the efforts of the Government in maintaining a population level of not more than 1.2 billion by the year 2000 through a pilot educational scheme which integrates population concepts in the peasant schools in the province of Hunan.

KOREA, DEMOCRATIC PEOPLE'S REPUBLIC OF

Project No. & Title:	533/DRK/10 - Adult Education for Farmers
Duration:	1987-1988
Funding Source:	CCFD - US$ 125,000
Description:	Promotion of adult education among farmers with the help of the Agricultural University in the region through provision of various types of adult training to more than 5,000 farmers in seven co-operative farms; production of various teaching/reading materials for farmers; and establishment of intermediate education courses for farmers.

FIJI

Project No. & Title:	FIJ/82/P01 - School Population Education
Duration:	1985-1989
Funding Source:	UNFPA - US$ 105,260

Description: To introduce a "Family Life Education" Programme in Secondary Schools

INDIA

Project No. & Title: IND/85/047 - Curriculum Development for Technician Education (Phase II)

Duration: 1985-1988

Funding Source: UNDP - US$ 1,365,133

Description: To provide support to the polytechnic/technician education system in the country mainly through establishing capabilities for development, production and dissemination of instructional materials and information resources at the four technical teacher's training institutes at Chandigarh, Calcutta, Madras and Bhopal.

Project No. & Title: IND/83/016 - Establishment of a Central Institute of Educational Technology (INSAT for Education)

Duration: 1984-1988

Funding Source: UNDP - US$ 2,267,140

Description: To develop
1) production and evaluation of programmes of national importance and prototypes for regional application;
2) training of production, technical and evaluation staff of other institutions involved in the INSAT programme;
3) overall monitoring and impact studies as well as research;
4) serve as an information clearing house on educational information and communication technology including software cataloguing and reports relevant to INSAT for education. Also advise on the establishment of state Institutes of Educational Technology and other institutions involved in the education programmes through the satellite. Production and evaluation of radio and ETV programmes for broadcasting via satellite (INSAT) and/or terrestrial network; radio/ETV programme models and modules for adaptation by the state/regional units; preparation of model support materials for TV and radio programmes; production of materials-kits for field- training; training (both local and abroad) of related personnel; preparation of manuals and guidelines; procedures for monitoring, feedback and evaluation of all INSAT educational programmes; establishment of a research base;

	establishment of a central information and documentation service (data base).
Project No. & Title:	IND/80/P30 - Population Education in Adult Education Programme
Duration:	1986-1989
Funding Source:	UNFPA - US$ 2,126,398
Description:	The project is designed i) to develop awareness and understanding among men and women in the age group 15 to 35 to be covered under the adult education programme; and ii) to institutionalize population education as an integral part of adult education programme.
Project No. & Title:	IND/86/P35 - Population Education Programme (Higher Education System)
Duration:	1986-1990
Funding Source:	UNFPA - US$ 949,636
Description:	The project is designed to incorporate population education content into the formal curricula, co-curricular and continuing education programme in the universities in India.
Project No. & Title:	IND/86/P01 - Population Education Programme (School Education and Non-formal Education System)
Duration:	1985-1990
Funding Source:	UNFPA - US$ 3,361,592
Description:	The project is designed i) to impart knowledge to students and teachers about core messages of population education such as family size, and family welfare, delayed marriage, responsible parenthood, population change and resource development, and population related beliefs and values; and ii) to institutionalize population education in the formal and non-formal education programmes at the national and state levels.

INDONESIA

Project No. & Title: INS/85/003 - Strengthening Planning and Management Capabilities of the Provinces in the Education Sector

Duration: 1986-1990

Funding Source: UNDP - US$ 2,832,824

Description: The achievement of an effective capacity at the provincial level for the planning and management of educational policies and programmes suited to the specific needs of each province.

Project No. & Title: INS/85/022 - Educational and Cultural Policy Research and Development

Duration: 1986-1990

Funding Source: UNDP - US$ 918,730

Description: Quantitative growth and qualitative improvements of education by means of assessing formulating and developing policies and strategies, and medium and long term planning, for the development of education and culture.

Project No. & Title: INS/85/036 - Practical Skills Training for Islamic Scho Senior High schools/Madrasah Aliya

Duration: 1988-1990

Funding Source: UNDP - US$ 380,000

Description: To prepare the foundations for national implementation of practical skill training programmes in three Madrasah Aliyah schools (Jember, Kendal and Garut), provide the basis of experience to a skill training unit attached to the Directorate General of Islamic Institutions Development. The three schools will be provided with equipment to introduce the subjects of electronics, automotive mechanics and dressmaking. The consultants and UN volunteers will assist in curriculum development, staff development and in establishing the system of skill training in those schools.

Project No. & Title: INS/86/P07 - Population and Family Planning Education through Private Education Institutions

Duration: 1986-1989

Funding Source:	UNFPA - US$ 878,500
Description:	i) to develop core messages and prototype curricula content of population and family planning education; ii) to provide in-depth training to project staff and trainers of implementing units; iii) to develop directory of population and family planning education, resource persons and institutions in Indonesia; and iv) to develop different types of teaching and learning materials.

KIRIBATI

Project No. & Title:	KIR/85/P01 - Introduction of Population Education into the School System
Duration:	1985-1987
Funding Source:	UNFPA - US$ 70,709
Description:	To help create a consciousness that a reduction of the population growth rate would result in the enhancement of a better quality of life for the people as a whole.

LAO PEOPLE'S DEMOCRATIC REPUBLIC

Project No. & Title:	LAO/82/015 - Improvement of Science Teaching and Secondary Teacher Training
Duration:	1984-1989
Funding Source:	UNDP - US$ 1,629,632
Description:	To improve the quality of teacher training programmes in the field of basic science and mathematics at the Institut Universitaire Pedagogique (IUP) in Dong Dok and to improve the quality of untrained secondary teachers through in-service training courses at IPS and at the model schools.

Project No. & Title:	LAO/82/018 - Assistance a L'ecole Professionnelle de Luang Prabang
Duration:	1985-1989
Funding Source:	UNDP - US$ 1,247,931
Description:	To develop the Technical School of Luang Prabang to provide for vocational training by strengthening the four

	existing departments and establishing three additional departments.

Project No. & Title:	LAO/86/012 - Planning of Development of Education and Human Resources
Duration:	1986-1988
Funding Source:	UNDP - US$ 456,200
Description:	Strengthening of educational planning, implementation, management and evaluation for optimal utilization of resources and internal and external efficiency of the national education system: 1) improved availability of reliable and relevant information on the progress and trends in the development of the national education system and long term needs in qualified manpower; 2) Development of mechanisms and methodology for integrated planning of education; 3) Increased management capacities at the Ministry of Education and provincial and local educational administrations; 4) Development of school mapping to rationalize the coverage of education.

Project No. & Title:	LAO/85/022 - Improvement of Foreign Language Teaching
Duration:	1986-1990
Funding Source:	UNDP - US$ 913,327
Description:	1) To improve quality of English and French teaching at IUPV; 2) To improve quality of interpretation and translation courses for governmental officials; 3) To produce appropriate instructional materials; 4) To install equipment for language learning and train necessary technicians

Project No. & Title:	LAO/83/003 - National Polytechnic Institute
Duration:	1985-1989
Funding Source:	UNDP - US$ 1,352,447

Description: 1) To prepare plans for development and construction of the institute;
2) To prepare detailed programme of studies in civil, electro-mechanical and engineering economics and geology and mineral technologies;
3) To procure equipment for the departments of civil and electro-mechanical technologies.

Project No. & Title: 522-LAO-10 - Expansion and Renovation of the University Institute for Pedagogy, Vientiane

Duration: 1987-1989

Funding Source: AGFUND-FIT - US$ 442,500

Description: Assist the Government of Lao PDR to improve the training and upgrading of secondary teachers, more specifically in the areas of basic science and mathematics by:
1) Construction of physical facilities including classrooms, laboratories and rooms for teachers;
2) Renovation of existing buildings for the administration, the library, the documentation centre and the classrooms;
3) re-arrangement of the campus, landscaping the exterior.

MALAYSIA

Project No. & Title: MAL/79/P03 - Family Health and Family Life Education through Family Development

Duration: 1980-1989

Funding Source: UNFPA - US$ 568,517

Description: To strengthen the family development programme by broadening its scope to include family life education.

MALDIVES

Project No. & Title: MDV/84/P01 - Population Education in Formal and Non-formal Education

Duration: 1984-1988

Funding Source: UNFPA - US$ 110,800

Description: i) To develop awareness among the young and adults about the inter-relationships of population and aspects of quality of life; and

	ii) to integrate population education concepts in on-going formal and non-formal education programmes.
Project No. & Title:	505/MDV/10 - Construction of an Educational Development Centre for the Ministry of Education
Duration:	1985-1989
Funding Source:	Saudi Arabia FIT - US$ 450,000
Description:	Construct new facilities for the Educational Development Centre.
Project No. & Title:	507/MDV/10 - Development of the Institute for Teacher Education
Duration:	1986-1988
Funding Source:	FIT - US$ 722,392
Description:	Expand student intake capacity from 48 in 1983 to 100 in 1988; train 7 new teacher-educators and up-grade the present 6 teacher-educators; improve teaching facilities; up-grade 300 teachers through in-service courses.
Project No. & Title:	522-MDV-10 - Strengthening Teacher Training Institute
Duration:	1985-1988
Funding Source:	AGFUND-FIT - US$ 420,400
Description:	This AGFUND-financed project for the construction of the teacher training institute is complementary to the Saudi-funded 505-MDV-10 project to construct the educational research centre. The two buildings form one complex and the AGFUND money will be utilized for the TTI wing.

NEPAL

Project No. & Title:	NEP/86/022 - Technical Assistance to Science Education
Duration:	1986-1990
Funding Source:	UNDP - US$ 2,094,116
Description:	- To improve the quality of science and mathematics education at secondary level; - To increase the output of science and mathematics teachers from some campuses of Tribhuvan University; - To provide fellowships and study tours to upgrade the qualifications and competence of project personnel.

Project No. & Title:	NEP/86/008 - Education for Rural Development in Seti Zone (Phase II)
Duration:	1987-1991
Funding Source:	UNDP - US$ 988,288
Description:	Various innovative approaches piloted during the project life constituting a new system of basic education will be finalized and prepared for national implementation including testing of the projects in-service teacher training programme. Training will be provided in management and administration to resource centres and satellite schools and training modules prepared for basic health and literacy programmes.

Project No. & Title:	NEP/80/P08 - Population Education in the Formal Education System
Duration:	1980-1988
Funding Source:	UNFPA - US$ 265,270
Description:	i) To develop in the target audience understanding of the inter-relationships between population growth and the process of social and economic development; ii) to develop desirable attitudes in teachers, students and the community at large towards population issues; and iii) to institutionalize population education in the formal education system.

Project No. & Title:	NEP/83/P12 - Introduction of Population Education in Non-formal and Adult Education
Duration:	1983-1988
Funding Source:	UNFPA - US$ 104,350
Description:	To develop small family norm among adult learners attending adult education classes.

Project No. & Title:	NEPH6008 - UNICEF Assistance to Education for Rural Development in Seti Zone (Phase II)
Duration:	1987-1991
Funding Source:	UNICEF - US$ 1,277,034

Description:	The UNICEF contribution to NEP/86/008 will represent financial assistance to various aspects of its activities, mainly local personnel, training and equipment.
Project No. & Title:	522-NEP-10 - Teacher Training College Building and Equipment
Duration:	1986-1990
Funding Source:	AGFUND-FIT - US$ 575,000
Description:	Construction of Teacher Training College (main block, classroom block, workshop, students' hostel, staff accommodation, water supply etc.) to serve the Education for Rural Development project in the Seti zone.
Project No. & Title:	504/NEP/11 - Expanding Access of Girls and Women to Education (Phase II)
Duration:	1983-1988
Funding Source:	Norwegian FIT - US$ 917,300
Description:	To construct and equip one main hostel, two feeder hostels and ten multi-purpose science laboratories. Repairs and maintenance for classrooms and feeder hostels at 13 secondary schools. Fellowships for the development of the staff of the project implementation unit.

REPUBLIC OF KOREA

Project No. & Title:	Education of Scientifically Gifted Students
Duration:	1987-1991
Funding Source:	UNDP - US$ 222,160
Description:	1) Promotion of the education of scientifically gifted students; 2) Development and validation of identification instruments and procedures to measure creative problem-solving ability in science areas for high school students; 3) To train staff at KEDI in identification of the scientifically gifted; 4) To improve high school teachers' job performance in identifying the scientifically gifted and in providing a suitable education for them; 5) Production of two teachers' guides on the scientifically

gifted for teachers in high schools and colleges;
6) Organization of a nationwide symposium on the education of scientifically gifted students;
7) In-service training course on the scientifically gifted for high school science teachers.

SAMOA

Project No. & Title:	SAM/85/P01 - Introduction of Population Education into the Primary and Secondary School Systems
Duration:	1985-1988
Funding Source:	UNFPA - US$ 75,400
Description:	To develop instructional materials in population education; to train primary and secondary teachers and college lecturers to enable them to teach population education effectively.

Project No. & Title:	SAM/85/004 - Teacher Training
Duration:	1986-1988
Funding Source:	UNDP - US$ 127,500
Description:	Training at the University of the South Pacific.

SOLOMON ISLANDS

Project No. & Title:	SOI/80/P02 - Population Education and Awareness
Duration:	1981-1988
Funding Source:	UNFPA - US$ 47,545
Description:	To orient key leaders on population problems and to develop modules for the training of teachers in population education.

SRI LANKA

Project No. & Title:	SRL/81/013 - National Technical Teacher Training College
Duration:	1983-1988
Funding Source:	UNDP - US$ 704,000
Description:	To expand and upgrade technical and vocational education to meet growing demands for technically trained and qualified manpower for national development. To develop

technical teacher training skills through fellowship training and study tours.

Project No. & Title: SRL/85/001 - Strengthening selected Programmes of the National Institute of Education (NIE)

Duration: 1985-1988

Funding Source: UNDP - US$ 730,508

Description: l) Training and resource development: comprehensive training plan for NIE staff; fully trained core group of 18 NIE staff; minimum of 200 NIE staff who receive pre or in-service training; published training materials already tested through NIE training programmes; functioning learning resurce centre.

2) Policy research and programme evaluation: six state-of-the art reviews and synthesis of knowledge base relevant to main proposals of the education reform; published long-term plan for NIE; published source book on the management of educational development; set of case studies on successful school practices in Sri Lanka; manual for project formulation implementation and evaluation in educational development; manual for self-development of schools and other educational institutions.

3) Organization and management of NIE: published account of meetings of NIE council, academic affairs board and international/national panels; published master plan of the NIE's internal organization; linkages and networking arrangements with selected regional and international institutions; central library and documentation system.

Project No. & Title: SRL/85/005 - Life Skills Education

Duration: 1985-1988

Funding Source: UNDP - US$ 378,549

Description: To assist Government to implement reforms contained in its white paper on "Education proposals for reform" particularly as concerns the introduction of life skills (grades 6-7) through curriculum development, teacher education and staff training.

Project No. & Title: SRL/83/P01 - Population Education in Schools

Duration: 1983-1987

Funding Source: UNFPA - US$ 174,462

Description: To integrate population education in the curricula of science and social studies and to develop appropriate supplementary reading materials in population education.

Project No. & Title: 504/SRL/10 - Teaching of English as a Second Language

Duration: 1979-1987

Funding Source: Norwegian FIT - US$ 1,080,600

Description: To teach English from grade III at age 8 plus. This project will concern itself with developing curriculum materials and the methods of using such materials in primary schools, as well as the training of teachers for English language.

TONGA

Project No. & Title: TON/85/P01 - Population Education and Awareness

Duration: 1985-1988

Funding Source: UNFPA - US$ 86,610

Description: To help reduce population growth rate and enhance quality of life by introducing population education in the school curriculum and in non-formal education.

TRUST TERRITORIES IN THE PACIFIC

Project No. & Title: TTP/80/P04 - Population Education in the Marshall Islands

Duration: 1981-1988

Funding Source: UNFPA - US$ 101,000

Description: To evaluate, revise and fully implement instructional materials in population education for youth in the elementary and secondary schools, and provide orientation to high level personnel.

Project No. & Title: TTP/84/P07 - Population Education in the Federal States of Micronesia

Duration: 1984-1988

Funding Source: UNFPA - US$ 79,723

Description: To develop an awareness and understanding of the relationship between population factors and various aspects of quality of life.

Project No. & Title: TTP/85/P02 - Population Education in the Formal and Non-formal Education System of Palau

Duration: 1985-1987

Funding Source: UNFPA - US$ 80,137

Description: To develop instructional materials in population education in upper elementary and high school science, social studies, home economics and career education.

VANUATU

Project No. & Title: VAN/L6/002 - Educational Planner (Preparatory Assistance)

Duration: 1986-1988

Funding Source: UNDP - US$ 247,500

Description: The project will assist in establishing
1) an educational planning and implementation unit in the Ministry of Education
2) a co-ordinated system of procedures for the implementation and monitoring of the education sector plan, programmes and projects
3) a management/data information system and related procedures
4) a system and programmes for training national staff in order to achieve localisation of all key professional posts of the unit and
5) finalizing the full project document for expanded assistance in this area.

Project No. & Title: VAN/85/P01 - Integration of Population Education into the Formal and Non-formal Education Programmes

Duration: 1986-1989

Funding Source: UNFPA - US$ 94,554

Description: To introduce population education into secondary schools and non-formal programmes through development of instructional materials, training of teachers and community development workers.

VIET NAM, SOCIALIST REPUBLIC OF

Project No. & Title: VIE/80/052 - Upgrading of the Faculty of Biology and Agricultural Techniques, Hanoi Teacher Training College

Duration: 1983-1988

Funding Source: UNDP - US$ 500,000

Description: To upgrade the science laboratory facilities and to improve pre- and in-service training programmes in agricultural techniques and related areas for teachers and teacher educators.

Project No. & Title: VIE/84/P06 - Population Education in the Formal and Complementary Education System

Duration: 1984-1988

Funding Source: UNFPA - US$ 580,900

Description:
i) To integrate population education into the curricula of kindergarten, primary and secondary schools, in-service and pre-service training of teachers and complementary education;
ii) To develop teaching competencies among the trainers, school teachers and fieldworkers;
iii) To develop teaching/learning and audio-visual materials for developing target audiences in formal and complementary education; and
iv) To implement population education programme in 5 pilot provinces.

Project No. & Title: VIE/87/P04 - Family Life and Sex Education

Duration: 1987-1988

Funding Source: UNFPA - US$ 20,800

Description: To develop minimum national expertise and material base for launching a national project to introduce family life and sex education in the education system of the country.

Project No. & Title: 519/VIE/10 - Teacher Training Centre, Long An

Duration: 1979-1988

Funding Source: FIT (Netherlands) - US$ 516,328

Description: To assist in the reconstruction and extension of the existing buildings at the Long-An primary teacher training institute in order to improve its training and accommodation facilities for student teachers in the province of Long-An. The institute offers a two-year primary teacher-training course. Before the start of the project it was able to accommodate 600 students. When the new buildings are ready this number will increase to 1,000. Accommodation will also be provided for the teachers/staff. The buildings to be constructed under the project will include extra classrooms, laboratories, workshops and a sports hall. The residential section will include dormitories and a dining hall.

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PROAP PUBLICATIONS PRODUCED IN 1988

General

Education in Asia and the Pacific: reviews, reports and notes, No. 24, December 1987. 130 p.

Comite consultatif sur la cooperation regionale dans le domaine de l'education en Asie et dans le Pacifique, Quatrieme Session, Bangkok, 12-16 mai 1987. 89 p. (In French).

List of publications 1988-1989. 20 p.

Educational Planning and Management Service (EPMS)

Education in Asia and the Pacific 1988 - statistical indicators. Unesco-PROAP. May 1988. Chart.

Developing microcomputer-based educational management information system in the small island countries. Report. May 1988. 32 p.

Microcomputer processing and analysis of sample survey in education - a methodological case study. 37 p.

Educational Facilities Development Service (EFDS)

Educational Buildings Occasional Paper No. 5. *Housing cultural and educational facilities in rural areas in China*, by Jin Daqin assisted by Ren Shiying (and others). 69 p.

Unesco-AGFUND Regional Project 522 RAS 10. *Development of educational facilities in Asia and the Pacific - project report 6-7*. May 1987 - April 1988. 22 p.

Primary school buildings for flooded areas in Bangladesh: a report of an internship. 124 p.

Safety and security in educational buildings, conclusions of a Seminar in Semmering, Australia, 1-15 May 1987. 21 p.

Design ideas for pre-school centres and play spaces. 15 p.

Educational Building Digest, No. 20. *Safety considerations in educational buildings and furniture design*, by Prof. B.S. Saini. 12 p.

Educational Advisory Services

Regional Co-operative Programme in Higher Education for Development in Asia and the Pacific. *Equity, quality and cost in higher education; research study on Republic of Korea*. 161 p.

Regional Co-operative Programme in Higher Education for Development in Asia and the Pacific. *Equity, quality and cost in higher education; research study on Australia*. 204 p.

International Development Research Centre, Ontario. *The learning environments of early childhood in Asia; research perspectives and changing programmes*. 37 p.

A framework for improvement of educational and vocational guidance services for girls and women in Asia and the Pacific. 1987. 32 p.

Higher agricultural education and rural development in developing countries in Asia and the Pacific, by Gil C. Saguiguit Jr. 106 p.

Regional Symposium on Long Term Planning in Higher Education. *Report of symposium.* Dhaka, 21-30 September 1986. 53 p.

Regional Seminar on Mobilization of Additional Funding for Higher Education, Bangkok, 22-27 August 1988. *Prospectus.* 19 p.

APPEAL Regional Workshop on Development of Training Materials [Phase III]. Thailand and China, 1-12 August 1988 and 15-23 August 1988. *Prospectus.* 20 p.

APPEAL Newsletter, Vol. 2, No. 1, 1988. 32 p.

Illustrated literacy material: some samples. 49 p.

Environmental education at university level; report of the seminar. 74 p.

Methodologies and innovations and initial and in-service training of technical and vocational education. Report of Regional Workshop on Initial and In-service Training of Technical and Vocational Education Personnel, October 1985. 64 p.

Asia and the Pacific Programme of Educational Innovation for Development (APEID)

ACEID Newsletter, No. 33. 24 p.

ACEID Newsletter, No. 34. 28 p.

Eleventh Regional Consultation Meeting on the Asia and Pacific Programme of Educational Innovation for Development, Bangkok, 2-8 August 1988. *Final report.*

Programme Development Meeting. *Work plan of APEID for the fourth programming cycle,* 1987-1991. Bangkok, 28 May - 2 June 1986. 171 p.

Unesco Regional Study Group Meeting on the Compilation of Reference Materials and Training Packages including Distance Learning Materials. *Sharing innovative strategies for self-learning materials; a monograph.* Seoul, 27 October - 5 November 1987. 53 p.

Content of general education in relation to occupational training: country experiences. 61 p.

Participation in innovation: report of participatory activities, 1987. 89 p.

Multiple class teaching in primary schools - a methodological guide. 69 p.

Population Education Programme Service (PES)

Population Education Newsletter and Forum No. 28. 32 p.

Population Education Newsletter and Forum No. 29, 1988.

Family life education: Package One. 1988. 157 p.

Sex education: Package Two. 1988. 224 p.

REPORT FOR 1989

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MAJOR PROGRAMME II
Education For All

PROGRAMME II.1 — Promotion of General Access to Education: Development and Renewal of Primary Education and Intensification of the Struggle Against Illiteracy

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Sub-programme II.1.1 — Better Understanding of the Problem of Illiteracy

Dissemination and exchange of information

The APPEAL 2000 Newsletter has been printed and distributed.

The Sub-Regional Seminar entitled "Illiteracy: Raising Public consciousness". was held in Nakorn Ratchasima, Thailand on 4-10 November. The Seminar brought together 13 educators/media specialists. Resource persons were invited from Australia, Japan, Philippines and Thailand, who are directly responsible for promoting public awareness of the problem of illiteracy in the Region. The Yomiuri Shimbun, the largest Japanese daily conducting intensive fund raising campaign for literacy, sent an observer. The participants, were exposed to various ways and means of improving public support of and participation in the struggle against illiteracy. They prepared national publicity plans, to be implemented within the framework of APPEAL, in their respective countries. The plan would enable Unesco to collaborate with the countries in following up the publicity campaigns. The Seminar was particularly timely in light of the Member States' pledge to eradicate illiteracy by Year 2000 and the acknowledged important role the media plays in motivating public support for literacy. Australia sponsored the participation of an Australian resource person who is editing the final report for publication. The Australian National Commission is exploring the possibility of funding the printing of the report.

Alerting and mobilizing public opinion

A 1990 International Literacy Year wall calendar has been prepared and distributed. The calendar includes scenes related to activities in literacy, primary education and continuing education contributed by National Commissions of Australia, Bhutan, Iran, Lao PDR, India and Indonesia.

The International Literacy Day poster for 1989 was produced in 5,000 copies and distributed.

Sub-programme II.1.2 Assistance for the Framing and Implementation of National, Regional and International Strategies for the Promotion of General Access to Primary Education and its Renewal and for the Eradication of Illiteracy

Framing of national, regional and international strategies and plans for the eradication of illiteracy which link the universalization and renewal of primary education to literacy teaching for adults

Regional Experts Meeting on Asia-Pacific Programme of Education for All

The Final Report of the First Meeting for Regional Co-ordination of APPEAL (Bangkok, 14-18 November 1988) has been published and disseminated to the National Coordination Committees of APPEAL. The National Coordination Committees have been requested to follow-up the recommendations of the Meeting.

Support to National Activities

The National Co-ordination Committees for APPEAL in the Member States were actively involved in the preparation of International Literacy Year celebration in their countries. Many of them were also active in the preparations of their countries participation in the World Conference on Education for All: Meeting Basic Learning Needs to be held in Thailand in March 1990.

The APPEAL Committee of the Australian National Commission for Unesco organized a Technical Consultation for the Preparation of Project Proposal: Melanesian Literacy Programme on 14-15 August 1989.

The National Co-ordination Committee of India has prepared a Calendar of Activities for International Literacy Year 1990 as well as a country plan and case studies for the World Conference on Education for All.

The National Co-ordination Committee for APPEAL in Malaysia organized a National Seminar on "Towards Eradication of Illiteracy by the Year 2000" in Malacca on 8-11 September 1989 and prepared a draft National Policy on Non-Formal Education in Malaysia.

The National Coordination Committee of APPEAL in China has organized a Workshop on Literacy and Adult Education in Rural Areas in Luoyang City of Henan Province in cooperation with PROAP.

Double Approach of Personnel Training for Adults and Children

The National Experimental Project for Local Persons to Teach Both Adults and Children which has been underway in Vietnam since 1987 is making steady progress. One hundred trainers (most of whom are of ethnic origin from the mountainous areas of Ha Tuyen Province) have been trained to enable them to teach both children and adults. Monitoring missions have been made regularly by those in charge of the project to the project sites which are scattered in remote mountainous areas on the Vietnamese-Chinese border. Following the joint review of the project in May, the Government requested PROAP's co-operation in the final evaluation of the project. A mission was undertaken in September/October to the project sites in Ha Tuyen Province. The Vietnamese Government has been fully supportive of the project. At the local level, funds have been provided to supplement the salary of the trainees who are under apprenticeship. It has also supported the training of 100 additional trainees and approved dongs 50,000,000.00 for the salary of the trainees.

Under contract passed in 1988, the Srinakharinwirot University (Thailand) has developed and published a teachers' manual (in Thai) for providing continuing education for children and adults in rural areas. Approximately 7,000 copies of the manual were printed and distributed to all government primary schools in north-east Thailand, as the manuals are considered to be most relevant to and needed by the schools in that region.

Development and Renewal of Primary Education

Sub-regional Training Workshop on Preparation of Teachers andEducationalMaterialsforPromotion of Primary Education for Girls

A Sub-regional Training Workshop on Preparation of Teachers and Educational Materials for Promotion of Primary Education for Girls was organized by Unesco/PROAP at the Indian Institute of Education in Pune, India from 13-25 November 1989. The workshop was attended by 9 participants from seven countries namely: Afghanistan (2), Bhutan (1), India (2), Nepal (2), Pakistan (1), Papua New Guinea (1), and a resource person participant from Philippines. The report of the workshop is now being edited and is expected to be circulated in early 1990.

Promotion of literacy and post-literacy programmes

The funds under this para were to have been decentralized to the Unesco Office in Apia to carry out activities related to post-literacy in the Pacific, but due to budget cuts the project had to be cancelled.

Action to combat relapse into illiteracy and functional illiteracy and promotion of educational activities to help young school-leavers

Regional Evaluation Workshop

The Regional Workshop for the Elaboration of Methodology and Development of Instruments for Unesco supported Literacy and Continuing Education Efforts was originally planned to be held in China in October 1989. Due to several postponements by the host government and subsequent budget cut, this activity was cancelled.

Regional Workshop on Development of Post-Literacy Materials

Unesco/PROAP and the Asian Cultural Centre for Unesco (ACCU) continued to work together for the development and dissemination of neo-literate materials and organized regional and national training for the materials development.

In 1989 PROAP and ACCU jointly organized the Seventh Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific in Kathmandu, Nepal on 17-26 October 1989. The Workshop was attended by 27 participants, resource persons and observers from China, India, Indonesia, Iran, Lao, Malaysia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand and Viet Nam.

ACCU also organized a National Workshop on Preparation of Literacy Follow-up in Pakistan with the participation of an International Expert Team. PROAP provided technical assistance for the Workshop.

Sub-programme II.1.3 Training of literacy personnel

Training of planners and administrators for the provision of Education for All

Regional Seminar on Community Support for Education and Participation in School Management

A Regional Seminar on Community Support for Education and Participation in School Management was held from 30 October to 4 November 1989 in Bali, Indonesia. The seminar, hosted by the Bureau of Planning of the Ministry of Education and Culture of the Government of Indonesia, brought together 12 participants from 11 countries: China, Indonesia, Lao PDR, Malaysia, Maldives, Myanmar, Nepal, Philippines, Republic of Korea, Thailand and Viet Nam; as well as four observers from relevant education departments of Indonesia. Two international project staff of the UNDP-UNESCO project INS/85/003 acted as resource persons to the Seminar, which was also attended by three USAID education project staff in Indonesia.

Ten case studies of salient experiences in community participation in education in China have been compiled.

Integrated Planning Model for Education for All

The UNESCO-PROAP microcomputer-based Integrated Planning Model for Education for All was revised and used in obtaining latest estimates and projections for incorporation in the Regional Review prepared for the World Conference on Education for All. The revised model was presented during a meeting with the Indonesian National APPEAL Co-ordination Committee on 16 March 1989 in Jakarta, as well as during the International Technical Workshop on Integrated Planning for the Eradication of Illiteracy held from 12 to 16 June 1989 in Paris. Further upgrading of the model is in progress.

World Conference on Education for All

At the request of the Ministry of Education and UNICEF Office in Maldives, an advisory mission was fielded to Male in September 1989 to assist in preparations for the World Conference.

Regional Study of Wastage in Education

Within the framework of UNESCO's programme of Education for All, PROAP is co-operating with the National Institute for Educational Research (NIER) of Japan in launching a Regional Study of Wastage in Education. A Planning Workshop for the Regional Study was held in Tokyo, Japan, from 28 June to 11 July 1989. Fifteen participants from thirteen countries took part in the workshop which developed the research design for the study at the national level.

So far, at the request of the participating countries, PROAP has agreed to provide technical and financial support to : Bangladesh, China, Indonesia, Lao PDR, Nepal, and Sri Lanka in carrying out the national studies. A Mid-term Review Meeting of the Regional Study of Wastage in Education will be held from 12 to 16 February 1990 in Had Yai, Thailand. The funding comes from the UNDP-UNESCO inter-country project RAS/86/193.

Training of primary education personnel National Training

Eleven Member States namely Bangladesh, Bhutan, China, India, Lao People's Democratic Republic, Maldives, Nepal, Pakistan, Philippines, Sri Lanka and Viet Nam were provided support for organizing National Training Workshops on Multigrade Teaching in Primary Schools. The outcomes of the national training workshops were utilized as inputs to the Regional Training Workshop on Multigrade Teaching which was organized in Perth, Australia, from 21 August - 2 September 1989.

Regional Training Workshop on Multigrade Teaching in Primary Schools

The Regional Training Workshop on Multigrade Teaching in Primary Schools was organized jointly with the Australian National Commission for Unesco and the Western Australian APEID Centre Consortium, and held from 21 August to 2 September 1989 in Perth, Western Australia. The report is expected to be brought out by the host institute in early 1990. Utilizing the outcomes of the previous activities focused on multigrade teaching, and the national workshops organized by eleven Member States namely Bangladesh, Bhutan, China, India, Lao People's Democratic Republic, Maldives, Nepal, Pakistan, Philippines, Sri Lanka, and Viet Nam in 1989, a systhesis and an outline in multigrade teaching and a framework for a joint innovative project have been prepared. These materials will serve as the basis for regional and national activities in 1990 and 1991.

Multi-class Teaching Workshop - Pacific

A Sub-regional Workshop for multi-class teaching is scheduled to be organized from 6-11 November 1989 in Tonga through the Teachers 'College, Nukualofa, Tonga. Two participants each from Fiji, Somoa, Tonga, Cook Islands, Vanuatu, Solomon Islands, Kiribati, Tuvalu; and four resource persons including secretariat members have been invited to the workshop.

Training of literacy and post-literacy personnel

Advisory Services to Prepare Project for Extra-budgetary Resources for APPEAL

Sub-Sector Review on Basic Education has been initiated. The objective of the project is to assist the Member States in the identification and preparation of projects in the field of primary education, literacy and continuing education in the context of APPEAL.

The Government of Nepal has officially agreed to undertake the Sub-Sector Review on Basic Education in Nepal. Nepal has also requested Unesco/PROAP to request the Government of Thailand to help in the study.

Acquisition of books and documents relating to the training of literacy and post-literacy personnel continues.

Training of Literacy Personnel Regional Committee on Training

A Training Network for APPEAL has been formed and the First Meeting of the Regional Committee on Training Network for APPEAL was held in Chiangmai, Thailand from 1 to 7 August 1989. The meeting was attended by key training experts from nineteen countries in Asia and the Pacific, i.e. Australia, Bangladesh, China, India, Indonesia, Laos, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Sri Lanka, Thailand and Viet Nam. The participants were heads and/or senior officers in the curriculum, training and research institutes for literacy and non-formal education and senior members of the national co-ordination committees of APPEAL. The training experts discussed ways and means to strengthen the training network so that more systematic training could be organized at the national and regional levels for three categories of literacy personnel i.e. level A: Senior Management Personnel, level B: Trainers of teachers and supervisors and level C: literacy and NFE teachers and instructors. It prepared a training plan which covers the whole period of project 504-RAS-10 i.e. 1989-1991. The meeting also examined the APPEAL Training Materials for Literacy Personnel (ATLP). Funds for this activity were supplemented from extra-budgetary funds provided by Norwegian Funds-in-Trust project 504-RAS-10: Training of Literacy Personnel under APPEAL. (See also Section II)

The First Sub-Regional Workshop for Training of Literacy Personnel was held in Chiangmai, Thailand, from 8 to 22 August 1989 and the Second Sub-Regional Workshop for Training of Literacy Personnel was held in New Delhi, India, from 15 to 29 November 1989. Both these activities were financed under "Training of Literacy Personnel under APPEAL" 504-RAS-10 funded by Norwegian Funds-in-Trust for which a detailed report is given in Section II.

Materials Development

The editing and finalization of the National Studies of APPEAL prepared by Bangladesh, China, India, Indonesia, Lao PDR, Malaysia, Nepal, Pakistan, Philippines, Thailand and Viet Nam continued. They will be a source of information for people involved in the planning, management and implementation of Primary Education, Literacy Programmes and Continuing Education in the region. These National Studies will also be used as Unesco's contribution to the World Conference on Education for All to be held in Thailand in March 1990.

A Regional Study of Basic Education is also being prepared under this activity.

Support to National Literacy Training Activities

PROAP provided limited financial and technical assistance to: Thailand for the Development of Northern Functional Literacy Curriculum and Implementation Plan and a workshop was held in Lampang on 6-10 March 1989 to finalize the plan for the project; Lao PDR to organize a National Workshop on Development of Literacy Training Materials on Development of ATLP in Laos on 5-16 June 1989; Bangladesh to organize two training courses, one for (Level B) Supervisors and Teacher Trainers and another for (Level C) Implementers at end 1989 and in 1990.

PROGRAMME II.2 Democratization of Education

Sub-programme II.2.1 Standards and General Measures at the National and International Levels and Study of the Various Aspects of the Democratization of Education

Analysis of the obstacles hindering and factors encouraging the democratization of education and support for reforms and measures designed to promote it

Malaysia conducted a "Study on Obstacles to Democratiza- tion of Primary Education". The study was focused on obstacles that hinder completion of primary education. Among the findings of the study were that (i) 80.8 per cent dropped out either in grades IV, V or VI, and (ii) 57.4 per cent of drop-outs were girls. The main cause for dropping out is poverty. The findings of the study were presented in a workshop and appropriate recommendations were made to avert early drop-outs.

Sub-programme II.2.3 Promotion of Early Childhood Education

Training of pre-school education personnel

Training of Personnel for Early Childhood Education

The Regional Workshop on Parental Education for Early Childhood Care and Education was held 2-10 November 1989 in Kathmandu and Pokhara, Nepal. The workshop was attended by 41 participants and resource persons from 13 countries, namely: Afghanistan, Bhutan, China, Indonesia, Lao, Malaysia, Maldives, Nepal, Pakistan, Philippines, Sri Lanka, Viet Nam and Thailand, and ECCE Programme implementors from UNHCR and UNBRO (for refugee education), Redd Barna and UNICEF. The support from UNICEF country offices by sponsoring participants was highly appreciated.

The Source Book on ECCE (ages 0-3 years) has been printed and distributed widely.

PROGRAMME II.3 Adult Education

Sub-programme II.3.1 Promotion of Adult Education

Training of adult education personnel

A Regional Seminar, "Continuing Education -- Meeting the Needs of Women", was held in Sydney, Australia on 4-10 December 1989. The seminar was organized in co-operation with the Australian National Commission and the Adult Learning and Development International Network (ALADIN) in Sydney, Australia and was attended by 13 participants from Australia, China, Cook Islands, Fiji Islands, India, Indonesia, Kiribati, Malaysia, Papua New Guinea, Sri Lanka and Thailand. The Australian Government sponsored the participation of three participants from the Cook Islands, Fiji, and Kiribati. The Australian resource person is editing the report of the Seminar for publication. The services of resource persons from India, Malaysia and Sri Lanka were provided by PROAP and the Australian Government provided one resource person.

Sub-programme II.3.2 Adult education and work

Continuing Education and the World of Work

The Sub-regional Workshop on New Practices in Extension Work in Science and Agriculture was held at Chiangmai Teachers College (Thailand) from 11-19 December 1989. Nine participants from Australia, India, Indonesia, Malaysia, Viet Nam and Thailand participated in the meeting. The workshop produced a draft monograph on 'Revitalizing Agricultural Education and Extension' which is being edited for publication.

PROGRAMME II.4 Equality of Educational Opportunity for Girls and Women

Sub-programme II.4.1 Identification of Obstacles to Educational Equality between Men and Women

Measures to promote educational equality

The Regional Seminar "School resources: elimination of sexist stereotyping" was organized, under contract by Monash University, Melbourne, Australia on 4-11 May. Thirteen participants from Australia, Bangladesh, China, Indonesia, India, Nepal, New Zealand, Pakistan, Philippines, Viet Nam and Thailand attended the Seminar. The Australian Government sent observers from four states working for promoting gender equity in education. In addition, private agencies and NGOs participated in the Seminar by putting up exhibitions and giving demonstrations on the use of educational materials free of sex stereotypes. The report of the Seminar is being prepared for publication.

Sub-Programme II.4.2 Promotion of General Access to Education for Girls and Women

Literacy and post-literacy instruction and education in civics for women

"State-of-the-art" studies in production of materials on civic education for women with limited reading skills have been received from Sri Lanka, Viet Nam, and India while the report from the Philippines is still awaited. The reports are being edited for publication.

Under contract passed in 1988, the Bureau of Non-Formal Education, Department of Education, Philippines is implementing the project on continuing education for women of "cultural communities" (or ethnic minorities) aimed at training 180 women youth leaders in Regions VI, IX and the Cordillera Autonomous Region (CAR). In co-operation with Unesco, the Bureau of Non-Formal Education, Department of Education and Culture (DEC) undertook in June and July, 1989 four regional work conferencesto orient project/field personnel in the region and to finalize a training needs survey instrument. The instruments were then field-tested in the target divisions/provinces, finalized (based on field-test responses/feedback), reproduced and fielded to prospective training participants. A joint review of the project is planned for January/February, 1990.

The final report of the Integrated Pilot Project for Functional Literacy and Civic Education in Lucknow, Uttar Pradesh, 1985-1988 is in print. The report will be on display at the World Conference on Education for All.

In connection with the evaluation mission for the Experimental Project in Vietnam, a meeting was held in September with the Ministry of Education to discuss the follow-up of the two seminars of national seminars on continuing education for peasant women in Hanoi in April and May 1989.

Sub-programme II.4.4 Education Role of Women in Society

Briefing of parents in the problems of educating children in a spirit of shared responsibility

The study has been incorporated into the Country Profile presented by each participant to the Regional Workshop on Parental Education for Early Childhood Care and Education. A regional synthesis will be made of these responses after the revised Country Profiles are returned to PROAP by the participants, during the first quarter of 1990.

PROGRAMME II.5 Development of Education in Rural Areas

Sub-programme II.5.1 Extension and Improvement of Education in Rural Areas

Training of rural educational personnel

Sub-regional and national seminars

A sub-regional seminar on educational programmes and methods aimed at preparing young people for productive work was organized in 1988. India, Pakistan, Philippines, Sri Lanka and Thailand participated in the seminar. The manuscript of a publication about the workshop has been developed and will be published soon.

Sub-programme II.5.2 Improved Contribution of Education to the Development of Rural Areas

The village school and rural community development

PROAP provided technical and financial support to the Bangladesh Academy for Rural Development (BARD) for implementation of an experimental project on "Village School and Rural Community Development' since 1987. In May 1989, BARD organized a local level workshop focused on sharing of the experiences and outcomes of the project. The workshop was attended by participants from various national and local agencies and Ministries. During the workshop participants examined critically the experiences and results of the project and recommended the dissemination of outcomes of the project and further refinement of curricular materials and methods developed in the project. The final report of the project which highlights the specific programmes and activities undertaken and their output, has been received from BARD.

PROGRAMME II.6 Promotion of the Right to Education of Particular Groups

Sub-programme II.6.1 Action on behalf of disabled persons

Promoting educational activities for disabled persons (Advisory Services)

Dr. Maliwan Tammasaeng (Thailand) undertook a very effective consultancy mission to Nepal following up on the successful Study Visit/Attachment by the Principal and a senior staff member of the Deaf School, Kathmandu, at the Deaf School, Bangkok. A specific focus was on total communication (including the introduction of the new sign language).

A PROAP staff member undertook detailed discussions on the proposal for the next Japan Funds-in-Trust Mobile Team in Special Education.

Training of personnel involved in the education of disabled

Sub-Regional Workshop

The Report of the Sub-Regional (South Pacific) Workshop on Special Education (Education of the Deaf) held in Apia, Samoa in May 1989, has been received and is being edited for publication.

Manual for Educating Mentally Disabled

The Manual is undergoing its final revision at Mequarie University, Australia.

MAJOR PROGRAMME IV
The Formulation And Application Of Education Policies

PROGRAMME IV.1 Contribution to the Formulation and Application of Education Policies and Strengthening of National Capacities with regard to Educational Planning, Management, Administration and Economics

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Sub-programme IV.1.1 Promotion of education policies

Reflection on strategies and policies for the development of education and strengthening of the national capacities necessary for their formulation, application and evaluation

The planned Sub-regional Seminar on Perspective Planning for long-term Educational Development in Small Island Countries has been cancelled due to budget reduction.

Funds from this para were utilized to engage a consultant to prepare a Regional Review paper on Education for All.

Regional conference and other regional meetings on education policies and co-operation in education

Fifth Session of the Advisory Committee on Regional Co-operation in Education in Asia and the Pacific

The Fifth Session of the Advisory Committee on Regional Co-operation in Education in Asia and the Pacific was held in Yogyakarta, Indonesia from 11-15 September 1989. The Meeting was attended by 27 members and alternates from Afghanistan, Australia, Bangladesh, China, Fiji, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Mongolia, Myanmar, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Socialist of Viet Nam, Sri Lanka, Thailand, Tonga, Turkey, and USSR. Representatives of UNEP, WHO, and ILO also attended.

The opening session was inaugurated by H.E. Prof. Dr. Faud Hassan, Minister of Education and Culture of Indonesia. The session started with a welcoming address by His Highness Sri Paduka Paku Alam VIII, Governor of Yogyakarta, followed by address by Dr. Makaminan Makagiansar, ADG/Personal Representative of the Director-General for Asia and the Pacific.

Under the chairmanship of Dr. Soedijarto (Indonesia), the Committee covered two main points: (1) consideration of priority areas for future Unesco actions in education in the region and examination of the complementarity between regular and extra-budgetary sources, in light of the Draft Medium-Term Plan (1990-1995) and of changing development patterns;

(2) suggestions for Unesco policy orientations required to augment effective co-operation with Asia-Pacific Member States in light of the World Conference on Education for All - Meeting Basic Learning Needs.

The Committee made a number of recommendations relating to the above two agenda items, of which among others are encouraging the Director-General to promote Unesco's primordial and catalytic role in Basic Education for All strategies, reinforcing actions in educational innovation and introducing communication technology in the regional networks for the exchange of information on education.

The Final Report has been printed and transmitted to the Director-General together with the letter of submission by the Chairman of the Fifth Session through the Assistant Director-General for Education. Copies of the Report were also despatched to Members, Alternates, observers as well as National Commissions in the region.

Co-operation with Member States with regard to education policies and reforms

A Regional Seminar on Implementation of Educational Policies and Reforms was held in Bangkok from 25 April to 3 May 1989. The Seminar was attended by 14 participants from 13 countries: Afghanistan, Bangladesh, Burma, China, India, Indonesia, Japan, Lao PDR, Malaysia, Philippines, Republic of Korea, Thailand and Viet Nam. Two resource persons as well as representatives of UNDP, UNICEF, and SEAMES also took part in the seminar, which was entirely financed from the UNDP inter-country project RAS/86/193.

As a direct follow-up to the Seminar, work has begun in compiling a compendium of national education policies and plans in the region for future dissemination. Negotiations are on-going for UNESCO support to follow-up national seminars and workshops on the implementation of educational policies and reforms.

At the invitation of the national authorities and UNICEF office in Maldives, a staff advisory mission was fielded in September 1989 to provide technical assistance in educational policy analysis and long-term educational planning. Two staff papers were prepared during the mission and conveyed to the Minister of Education as well as UNICEF and UNDP representatives. The papers are entitled respectively: "Some current issues on the development of education in Maldives" and "Suggested policy orientations".

Advisory services on educational policy reform have also been provided during staff missions to Indonesia and Lao PDR.

Sub-programme IV.1.2 Improvement of Educational Planning, Administration and Management

Training of educational planners, administrators and managers at the local, national, sub-regional, regional and international levels

Work in compiling a Handbook on Micro-level Educational Planning and Management continues. It is expected that the Handbook will be completed in early 1990.

A PROAP specialist in educational administration represented Unesco at the 11th South-East Asia and Pacific Region Educational Administrators' and Managers' Symposium held in Singapore from 10 to 15 September 1989.

Support to National/Regional Training

Support was given to the organization of a National Training Workshop on Educational Planning and Statistics in Kabul, Afghanistan, from 26 December 1988 to 8 January 1989. Besides financial contribution towards local organizational expenses, the services of a UNESCO consultant was provided to conduct the training workshop.

Technical support was provided to Bangladesh in a National Workshop on Universalization of Primary Education (UPE) 1990-2000 held from 1 to 3 March 1989 in Comilla. The workshop, jointly sponsored by UNICEF and Swedish SIDA, brought together 66 educationists, educational administrators, and key educational policy makers.

Technical support in the form of staff participation as resource person as well as supply of training materials were provided to the National Workshop on Education Statistics held from 11 to 15 September in Nakhon Pathom in Thailand. The workshop was organized by the Office of the National Education Commission of Thailand with support from both the UNESCO Office of Statistics and PROAP. Thirty educational planning and statistics officers from the central ministries and provincial education offices took part in the training.

At the request of ESCAP and UNICEF, UNESCO-PROAP provided technical support to a Regional Training Workshop on Social Indicators for Children and Women, held from 13 November to 8 December in Bangkok.

Application of informatics to educational planning and management

A training package on educational management information system (EMIS) comprising eight training manual and user guides plus six diskettes has been completed. The training package has been distributed to Member States of Asia and the Pacific as well as to UNESCO offices in other regions for testing, use and comments.

An Inter-regional Workshop on the Utilization of Microcomputers in Educational Planning and Management was held from 4 to 9 December 1989 in Bangkok. The Workshop, jointly organized between ED/EPP and PROAP, brought together 13 participants from 11 countries: China, India, Indonesia, Malaysia, the Netherlands, Pakistan, Philippines, Thailand, United Kingdom, United States of America, and Viet Nam. Representatives of ED/EPP, PROAP, and OREALC in Latin America were present at the Workshop. The workshop also reviewed the PROAP training package on educational management information system (EMIS).

Two technical papers in EMIS: one on "EMIS in the Philippines" and the other on "Sampling Techniques in Educational Research" have been compiled. They are currently being edited. Translation of additional elements for and editing of the second PROAP EMIS technical paper: "The development of microcomputer-based EMIS: Statistical and Analytical System for General Education in China" are in progress.

Support to national efforts to develop computer applications in educational planning and management

PROAP developed a prototype microcomputer-based EMIS for the Ministry of Education of the Lao PDR. Consultant services were provided in January 1989 to install the system and to train personnel in its use and basic maintenance. As a follow-up, PROAP received two education officers of the Ministry of Education of Lao PDR from March to May for intensive training in the adaptation and development of EMIS databases.

PROAP provided technical assistance in upgrading the EMIS system provided to the Department of Education of Western Samoa.

Technical guidance was provided during a staff mission to the Ministry of Education of Maldives to upgrade and improve the use of their microcomputer-based EMIS databases. Sample statistical graphics based on the output of the EMIS were designed and the methodology shared with the statistical and computer staff.

Two technical papers, respectively: "Development of Microcomputer-based EMIS in Small Island Countries" and "Development of Microcomputer Software Applications for Education Statistics and Analysis in China" are being edited for eventual publication and dissemination.

Two education officers from Viet Nam participated in the PROAP internship on education statistics and EMIS from 24 November to 23 December 1989.

Co-operation with Member States with a view to the reform and modernization of education systems

At the request of the Government of Bangladesh, technical assistance was provided to a National Workshop on EMIS in April 1989 in Dhaka, for 20 senior educational administrators.

PROAP sponsored a National Workshop on Microcomputer-based Applications in EMIS in the Philippines, held from 17 to 21 April 1989 in Baguio City. 43 educational officers, statisticians and EMIS computer personnel from 13 regions was trained during the workshop in the latest software applications.

Advisory services of a consultant and a PROAP staff were provided in connection with the IDA General Education Project mission to Bangladesh, to examine development thrusts in education and to prepare project documents in the areas of EMIS and strengthening of national capacities in research and training in educational management.

Advisory services were provided during a staff mission to the Ministry of Education of Maldives in educational policy analysis and long-term educational planning. Technical assistance was offered in compiling the first edition of a "Statistical Yearbook on Education" for the country.

A compendium of latest educational policies and plans of in Asia and the Pacific is being compiled, under contract.

The technical paper entitled: " EMIS in the Philippines" has been completed and is being edited.

The latest issue of the PROAP data poster: "Education in Asia and the Pacific - Statistical Indicators 1989" has been printed and disseminated. The next issue is being compiled.

Sub-programme IV.1.3 Resources for education

Mobilization of external resources for educational development

Unesco-UNICEF Co-operative Programme

The post of Education Adviser to the Co-operative Programme remains vacant. The draft job description has been cleared by ED in December 1989.

Support was provided from this para for the participation of PROAP staff in the Regional Workshop on Primary Education for Early Childhood Development in Nepal in November 1989.

PROGRAMME IV.2 The Educational Sciences and Their Application to the Renewal of the Educational Process

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Sub-programme IV.2.1 Promotion of Studies and Research in the Educational Sciences and of Educational Innovations

Encouragement of future-oriented reflection and research in the educational sciences

Implementation of co-operative research project at regional level

In 1988, contracts were signed with China, India, Philippines, and Republic of Korea to undertake a research on the application of micro-teaching for the enhancement of teacher training and teacher development. All the reports have been received and will be consolidated in one publication.

Bangladesh, India and Papua New Guinea organized national workshops on educational research focused on the educationally disadvantaged groups. Pakistan is to organize one in December 1989. The reports of these workshops will be condensed in one publication.

Funds for the above activity were supplemented by the voluntary contribution of New Zealand to APEID and UNDP funding under Project RAS/86/170.

Stimulation of Innovation capacities in Member States

Regional networks of educational innovation -Asia and the Pacific Programme of Educational Innovation for Development (APEID)

Member States joining APEID in 1989

During 1989, two more Member States joined APEID: Mongolia and the Democratic People's Republic of Korea. This brings the total number of Member States participating in APEID to 28, namely, Republic of Afghanistan, Australia, Bangladesh, Bhutan, People's Republic of China, Democratic People's Republic of Korea, Fiji, India, Indonesia, Islamic Republic of Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Mongolia, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Socialist Republic of Viet Nam, Sri Lanka, Thailand, Tonga, Turkey, USSR.

APEID Associated Centres

In 1989, altogether 18 institutions were offered for association with APEID. Of this number, one has been formally associated; seven have already been visited by the Identification Missions and are being processed for formal association, and ten are to be visited by the Identification Missions. The one already associated is one from the Philippines; the seven in the process of being associated are one from China, four from India, one from Mongolia and one from Philippines. The other ten to be visited are three from the Democratic Republic of Korea, two from Pakistan, one each from Australia, Iran, Papua New Guinea, Philippines, and Republic of Korea.

Currently, the total number of institutions already formally associated is 186.

Preparation for the mid-term review of RAS/86/170 and RAS/86/051

Both the two UNDP-assisted projects RAS/86/170 and RAS/86/051 are being implemented within the framework of APEID. The mid-term review was due in 1989. However, after consultation with UNDP Bangkok, and in view of budget constraints, it has been decided to combine the mid-term review with the forthcoming Twelfth Regional Consultation Meeting on APEID which is scheduled on 20-27 August 1990 when all the Member States participating in APEID will be invited to participate.

Preparatory action has already been taken. A questionnaire was sent to the Member States involved in order to obtain their assessment of APEID as a whole, by programme area, and also by activity. Some countries have responded to the questionnaire. The replies will be analysed with the help of a consultant early in 1990. At the same time some of the questions asked in the questionnaire will help ACEID to identify the needs of the Member States for the future. The country responses will therefore be an input to the planning exercise to prepare the work plan for the fifth cycle of APEID (1992-1996).

Planning for the Twelfth Regional Consultation Meeting on APEID

Every two years, PROAP convenes a Regional Consultation Meeting on APEID. The next one, due in 1990, will be the Twelfth RCM. The work plan for the fifth cycle (1992-1996) will have to be drawn up by a Programme Development Meeting which will immediately follow the RCM. Preparatory work has been carried out through 1989.

Inter-country exchange of information and innovative experiences

Support to NDG activities

(a) Financial support (from Unesco's Regular Programme) was provided to China's NDG to organize its fourth meeting of NDG members and heads of all the APEID Associated Centres of China (numbering 15 at the time). The meeting took place in Chang-Chun, Jilin Province, from 26 to 30 June 1989. The NDG of China has found these annual meetings very informative and useful for reviewing and planning China's participation in APEID, and also for stimulating innovatons in education in China.

(b) Financial support (from New Zealand's voluntary contribution) was given to China to translate into Chinese the PROAP publication "Education in Asia and the Pacific: Retrospect and Prospect". It has been printed in 10,000 copies and is being disseminated.

(c) Iran's voluntary contribution was used to make it possible for Secretaries-General of Afghanistan, Bangladesh, India, Pakistan and Tonga to stay on in Bangkok after having attended the National Commission Secretaries-General's Meeting. The opportunity was used to brief the Secretaries-General on Unesco's regional programmes and their countries' participation in them.

Study visits

Under APEID, Mr. Jia Xueqian, Deputy Secretary-General, Chinese National Commission for Unesco, went on a study visit to Nepal from 22 to 30 July 1989. He also spent 8-10 August in Bangkok to discuss details of China's participation in Unesco's programmes in 1989.

Another study visit had to be postponed at the last minute, at the request of the visitor, Mr. Abdus Selim, Secretary of the Bangladesh National Commission for Unesco, who was supposed to visit Thailand and the Philippines from 26 November to 7 December 1989.

2.5.3 APEID publications

During 1989, altogether 18 APEID publications were brought out. These were:

- ACEID Newsletter No. 34
- Final report of the Eleventh Regional Consultation Meeting on APEID
- New development in primary education; Occasional Papers No. 15

- APEID brochure (revised)
- APEID Schedule of Activities for 1989
- Reform in teacher education: alternative structures and strategies; report.
- Implementation of reforms for improving the quality and effectiveness of secondary education, by Warren Mellor; Occasional Papers No. 16
- Education as a process, by Raja Roy Singh; Occasional Papers No. 17
- Participation in innovation: report of participatory activities 1988
- Multigrade teaching in single teacher primary schools
- Education in rural areas
- Strategies for curriculum development and teacher training
- Reorientation and reform of secondary education in Asia and the Pacific region: a status report
- Continuing education for early primary school leavers; report
- Science for All: supporting teacher change; report
- A fresh look at teaching chemistry at school level
- A fresh look at teaching physics at school level
- Training of teachers in computer education; Technical Papers on Computer Education 1.

Several APEID manuscripts are in the process of being edited or printed.

Acquisition of books and documents by purchase, request and exchange continues as part of the PROAP library service and/or as a separate APEID activity.

2.5.4 Dissemination

During the period under report, altogether 4,900 copies of APEID publications were distributed to 1,850 addresses, each address being served more than once.

For the year 1989, altogether 18,650 copies of APEID publications were distributed to 1,950 addresses, each address being served more than once.

Sub-programme IV.2.2 Improvement of Educational Content and Methods

Relevance of the content of secondary education

A Study Group Meeting on Reorientation and Reform of Secondary Education was organized in 1988. In 1989, Bangladesh, China, India, Indonesia, Nepal, Pakistan, Samoa, Sri Lanka, Turkey and Viet Nam organized national follow-up workshops. Except for Turkey, which will organize the workshop in March 1990, all the above-cited countries would have organized the workshops in December 1989. The reports of these workshops will be synthesized in one comprehensive publication.

The regular programme budget will be supplemented by the UNDP-supported project RAS/86/170.

Inclusion of subject-matter linked to the quality of life and the environment

The development of materials illustrative of inter-disciplinary education content consisting of population problems, drug abuse, environment and other issues linked to the quality of life was subcontracted to the Philippines in 1988. The work was completed.

Use of new information and communication technologies in education

A Regional Expert Group Meeting for Developing Guidebook on Computer Educational Software Development, Evaluation and Dissemination was held in Bangkok from 8 to 12 May 1989. The Meeting brought together eight software specialists from Australia, India, Japan, New Zealand, and Thailand to determine the structure and contents of the guidebook. The Guidebook is currently being compiled by the expert group and is expected to be available by May 1990.

In follow-up to the Sub-regional Workshop on Training of Teachers in the Use of Informatics in Education, Unesco provided support to the organization of three National Workshops on the Training of Teachers in Computer Education, in Indonesia, Philippines and Nepal respectively. The workshop in Indonesia was held from 13 to 17 March in Jakarta, for 52 teacher trainers and secondary teachers. The workshop in the Philippines, held from 22 to 26 May 1989 in Manila, was attended by 50 computer education teachers. And the workshop in Nepal, held from 5 to 15 September 1989 in Kathmandu, brought together 30 national education officers and teacher trainers. Unesco provided financial contribution towards meeting local organization expenses of these national workshops. Besides, the services of a consultant were also provided to act as resource person at the workshops.

Malaysia first agreed to host the planned Regional Training Workshop on Computer Educational Software but later declined. The activity was cancelled due to budget reduction. It is planned to organize this activity in 1990, probably in co-operation with the Asian Institute of Technology in Bangkok.

Written authorization for reproduction of various materials incorporated in the Unesco Multi-media Package for Training of Teacher Educators in Computer Education is expected to be completed soon, so that the training package can finally be reproduced and disseminated.

Two research papers currently being prepared under contract, on respectively: national policies in computer education, and support to computer education teachers, will be completed and will be edited and printed by PROAP for dissemination.

PROGRAMME IV.3 Policies and Methods for the Training of Educational Personnel

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Sub-programme IV.3.1 Integrated Training Policies and Plans and the Status of Educational Personnel

Harmonization and updating of activities for the training of the various categories of educational personnel

This activity was decentralized to the Unesco Office for the Pacific States in Apia, to organize an Intensive Training Workshop for National Trainers of Small School Head Teachers. The workshop "Combined Zone Workshop on Educational Management of Small Isolated Schools" was organized in Suva, Fiji from 4 to 13 September 1989.

Sub-programme IV.3.1 Improvement of the Pre-Service and In-service Training of Education Personnel

Educational innovations and further training of personnel who exert a multiplier effect

Three National Workshops on the Training of Teachers in the Use of Computers in Education were held with APEID support in Indonesia, Philippines and Nepal. These were in follow up to the Unesco Sub-regional Workshop on the same topic held in December 1988 and were financed under the UNDP project RAS/86/170. Iran has requested Unesco support to a similar national workshop to be held in July 1990.

Proposals of pilot projects in developing systematic teacher training in computer education have been received from Indonesia, China and Nepal, and Thailand is finalizing its proposal. These proposals will be channelled to BAO for further action in securing funding support. PROAP will provide technical assistance.

PROGRAMME IV.4 Mean and Infrastructures - Information Systems, Educational Infrastructures and Facilities

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Sub-programme IV.4.2 Design and Establishment of Educational Infrastructures and Facilities

Exchange of information and experience in the field of educational buildings and equipment

In collaboration with Headquarters, information is being collected from countries in Asia and the Pacific for the preparation of a directory of institutions dealing with educational buildings and furniture. A questionnaire was sent to all National Commissions in the region requesting them to either update information already on file or provide fresh information if none is on hand.

During this year less than ten replies to the questionnaire have been received. There is an evident lack of interest in this activity from the Member States.

Training of specialists in the field educational buildings facilities

National training workshops in China and the Philippines have been organized under AGFUND Project 522-RAS-10 and are reported under Section II.

A national training programme on school building construction and design including maintenance of facilities was held in November for twenty Nepalese engineers and site overseers. The need for future training courses was assessed specially in regard to the maintenance of school buildings.

In response to the Nepal Government's request, in-service training of two site overseers from the Seti Zone Project (522-NEP-10) was organized in PROAP from 15 October to 9 November. Their work was to edit a case study on the primary schools being built by the project.

The Principal Architect undertook a mission to Nepal to serve as consultant in a school rehabilitation training course organized by UNICEF under the Primary Education Programme.

Pilot projects to establish of prototypes of educational buildings and equipment

Upon receipt of the final report, the final payment was made against the prototype contract for design and construction of low-cost earthquake resistant primary school buildings in China.

A consultant mission to Viet Nam in May 1989 developed basic designs for reinforced concrete buildings in Nghe Tinh province. Further details on this project are given under Section II-C. A request is awaited from Thailand for the development of school buildings that can serve as a refuge or relief centre in times of disaster.

Technical Co-operation with Member States in the field of educational buildings and equipment

A. Technical Materials

Under contract, a Thai specialist has developed a technical manual on the maintenance of school buildings, based on Thailand's experiences but written so as to be useful to other countries. The final draft of the manual has been received and approved by PROAP.

Studies on school furniture have progressed and a new prototype of wood has been successfully tested at a furniture testing station.

Due to increasing disaster related activities of the unit and the need to strengthen its capacity in providing assistance, the Associate Expert/Civil Engineer of EFDS attended an advanced earthquake engineering course in Yugoslavia.

B. Advisory Missions

Advisory services have been provided to Bhutan, Nepal, Philippines, China and Laos. (see National and Inter-country Operational Projects in Section II).

Sub-programme IV.4.3 Development of educational industries

Training of administrators and technicians

The 1989 ASEAN DIDACTA exhibition took place in Singapore from 7 to 13 May. The opening was presided over by Dr. Tay Eng Soon, Senior Minister of State for Education. Mr. John Beynon, Principal Architect and Acting Deputy Director, presented a paper to the DIDAC Congress on behalf of Unesco. The other speakers were Mr. Mats Hultin, educational consultant and retired head of the Education Project Division of the World Bank and Mr. Leo Tan Wee Hin, Director of the Singapore Science Centre. Unesco PROAP organized an exhibition booth featuring Unesco publications from the Principal Regional Office for Asia and the Pacific and from Headquarters. In addition photographs and posters from the Asian Culture Centre for Unesco were prominently displayed in the exhibition cafeteria.

MAJOR PROGRAMME V
Education, Training And Society

PROGRAMME V.2 Teaching of Science and Technology

Sub-programme V.2.1 Development of the teaching of science and technology in the school

Exchange of information and promotion of innovations in respect of the teaching of science and technology

The special issue of ACEID Newsletter on Science and Technology Education No.35 was brought out and disseminated during the third quarter of 1989.

The theme of the next special issue of ACEID Newsletter on Science and Technology Education was popularization of science and technology. Collating of relevant materials is in progress. Due to the budget cut indicated by Unesco HQs the production of the next newsletter had to be frozen.

Exchange of information and promotion of innovation in science and technology education are being carried out through the regular supply of documentation.

Use of Computers in the Teaching of Science and technology

The Royal Melbourne Institute of Technology, Australia hosted the Regional Workshop on the Use of Computers in the Teaching of Science and Mathematics in Asia and the Pacific, from 15-24 November 1989.

Thirteen participants from 12 countries attended the workshop. Forty resource persons including a PROAP staff member took part in making presentations and demonstrations during the Workshop. There is a plan to produce a monograph based on the papers and presentations made at the Workshop.

Teaching of mathematics

As a result of the Planning Meeting for Regional Workshop on the Use of Computers in the Teaching of Science and Mathematics held in 1988, the Regional Workshop on the Use of Computers in the Teaching of Science and Mathematics was organized at the Royal Melbourne Institute of Technology, Australia, from 15 - 24 November 1989.

The objective of the workshop was to provide ideas to assist decision-making with regard to the development of policy and operational procedures for the use of computers in the learning and teaching of science and mathematics.

The Workshop was attended by 13 participants one each from Australia, People's Republic of China, Fiji, India, Indonesia, Malaysia, New Zealand, Pakistan, Papua New Guinea, Philippines, Sri Lanka, Thailand and Viet Nam, and one observer from Thailand.

The funds for this activity were supplemented with extra-budgetary funds available under the UNDP supported project: RAS/86/051 Improvement of Science and Technology Education, and a contribution of 6,800 Australian dollars from the Australian International Development Assistance Bureau (AIDAB).

Science teaching in primary schools and integrated science teaching

In co-operation with the Commonwealth Secretariat and the Unesco Office for the Pacific States, the Technical Group Meeting for the Development of Exemplar Training Materials and Media Packages for Teachers - Primary Level (for the South Pacific countries) organized from 15-23 May 1989 in Samoa.

The emphasis of the Meeting was on science process skills and on the functionality of science. The Workshop was attended by 19 participants from Central Pacific, Cook Islands(2), Fiji(3), Kiribati(3), Samoa(3), Solomon Islands(3), Tonga(3), Tuvalu, and four resource persons from Fiji(2), New Zealand and Sri Lanka, and Dr. Alan Kondo, Regional Adviser for Population Education in the Pacific and Mr. Emmanuel Apea, the Chief Project Officer(Education), Commonwealth Secretariat.

The funds for this activity were supplemented with extra-budgetary funds available under the UNDP supported project: RAS/86/051 Improvement of Science and Technology Education. Support funding was also forthcoming from the Commonwealth Secretariat.

Nutrition and health education

A National Workshop-cum-Production Activities on Health and Nutrition Education was held in 21-31 March 1989, in Thailand. The report of the Workshop was received. The report of the Workshop was received. The learning materials and the video record of the design process emanating from the workshop have been produced, after review of initial sequences by Unesco/ACEID.

As there were no funds available for organizing this activity for 1989, due to the budget cuts, assistance to be organizing a corresponding activity in the South Pacific had to be postponed.

Strengthening of national infrastructure and technical co-operation with Member States

The National Training-cum-Production Workshop for the Development of Modular Packages for Enhancing Science and Technology Education(Nepal), and the National Training-cum-Production Workshop on Learning/Teaching Materials and Activities in Science Education (Sri Lanka) were obligated in 1988, and were organized from 15-25 January 1989 and 30 March - 5 April 1989 respectively.

Regular Budget funded activities in this area were curtailed due to budget cuts. However, under the UNDP assisted Project RAS/86/051: Improvement of Science and Technology Education the following activities were undertaken.

Fourteen contracts were awarded to Member States to organized national activities namely: (1) Philippines to organize a National Workshop on Physics and Technology Education; (2) India to organize a National Workshop on Integrating Science Learning into Post-literacy Programmes; (3) People's Republic of China to organize a National Design Workshop on Future Science Content for Secondary Level in Beijing; (4) Nepal to undertake a Developmental Production-cum-Training Study on Elementary Process of Learning Mathematical Concepts in Nepal; (5) Laos to organize a National Workshop on Development of Low Cost, High Quality Science and Technology Education at Primary Level; (6) Sri Lanka to conduct a Study on Analysis for a Curriculum Specification in Chemistry for Secondary School Level (based on Chemistry of Life); (7) Bangladesh National Workshop on the Improvement of Science and Technology Education through Science Museums, Science Clubs and Science Fairs; (8) Viet Nam to organize a National Workshop on Popularization of Science through Museums, Science Clubs and Science Fairs; (9) Democratic People's Republic of Korea to organize A National Workshop on Popularization of Science and Technology Education; (10) Maldives to organize a National Workshop on Development of Low Cost, High Quality Science and Technology Education at Primary and Lower Secondary Levels; (11) Pakistan to organize a National Workshop on Popularization of Science and Technology through Science Museums, Science Clubs and Science Fairs ; (12) People's Republic of China to organize a National Training-cum-Production Workshop on Science Learning in Early Childhood Education; (13) Indonesia to organize a National Workshop on Improvement of Science and Technology Education; (14) Philippines to organize a National Workshop on Nurturing Learners' Talents in Science and Technology.

In addition, funds from UNDP assisted Project: RAS/86/051 Improvement of Science and Technology Education were also decentralized to the Unesco Office in the Pacific to support the organization of national follow-up workshops (of the Technical Group Meeting for the Development of Exemplar Training Materials and Media Packages for Teacher-Primary Level) of the South Pacific countries.

Services of resource persons were provided to assist in the workshops namely from Thailand and Indonesia to India, from Thailand to Bangladesh and Laos, from India to Maldives and from the Republic of Korea to the Philippines, as requested by respective host countries.

The reports of the national workshops/studies from Nepal, Laos, Sri Lanka, Bangladesh, Viet Nam, Democratic Republic of Korea, Maldives, Pakistan, People's Republic of China, Indonesia, and Philippines are awaited.

Due to the delayed response, assistance for the organization of the national workshop in Afghanistan had to be withheld.

Funding for national workshop activities has been supplemented from extra-budgetary funds available under the UNDP supported project: RAS/86/051 Improvement of Science and Technology Education.

Sub-programme V.2.2 Out-of-school Science and Technology Education

Out-of-school science and technology education for young people

No funds are available for organizing national activities for 1989. The only funds available are for staff missions. Activities under this sub-programme, nevertheless, took place under Sub-programme V.2.1.

Promotion of science and technology extension work

The Regional Training Workshop on Popularization of Science through Science Museums, Science Clubs and Science Fairs was hosted by the Centre for Educational Museums and the Institute for the Promotion of Teaching Science and Technology (IPST), Thailand from 17-24 April 1989. The corrected Draft Final Report of the Workshop is ready for publication.

The Workshop provided the participants the opportunity for hands-on practical training on the use of science museums, science clubs and science fairs, to disseminate and nurture science and technology among in- and out-of-school populations.

Twelve participants from People's Republic of China, India(2), Indonesia(2), Malaysia, Pakistan, Philippines, Republic of Korea, Thailand(2) and Viet Nam participated in the Workshop. Services of three resource persons were provided to the Workshop.

Funds for this activity were supplemented from extra-budgetary funds available under the UNDP supported project: RAS/86/051 Improvement of Science and Technology Education.

PROGRAMME V.3 Education and the World of Work

Sub-programme V.3.1 Interaction between education and productive work and relations between education and employment

Exchange of information and ideas concerning technical and vocational education

Case studies on trends and changes in technical and vocational education as regards its co-ordination of general education and access of girls and women to technical and vocational education have been undertaken, under contract, for China, and Thailand. The study for Nepal is likely to be received shortly. A similar case study for Malaysia is likely to be undertaken shortly.

Sub-programme V.3.2 Expansion and improvement of technical and vocational education

Educational innovations in regard to the content, methods and materials of technical and vocational education

Two modules have been prepared under contract by Royal Melbourne Institute of Technology, Melbourne, Australia and Technical Teachers Training Institute, Madras, India for the development of a CAI instructional module and an instructional module on information technology respectively. A national training workshop was arranged at TTTI, Madras from 1-6 November. The workshop was attended by 15 participants representing polytechnic principals, chief instructors in electronics and information technologies, working scientists and scientific information officers from industry. The meeting reviewed the modules which are now being finalized in the light of their suggestions/recommendations. The meeting also reviewed the CAI modules prepared by RMIT and revalidated them.

Training of personnel for technical and vocational education

As a follow-up of the Regional Workshop on Development and Introduction of Innovative Instructional Materials in Areas of New Technology, a sub-regional workshop was organized at Unesco Office for the Pacific States, Apia, from 27 March to 7 April. The workshop reviewed and revised the curricula developed under RAS/81/012. It was attended by 20 participants from eight Pacific Island States. The report of the workshop has been finalized and distributed by SOPAC.

Promotion of technical and vocational education in rural areas - Regional and Sub-regional training

A Regional Workshop on Curriculum Development for Technical and Vocational Education in the light of New Technology was organized in China from 15-23 September. The workshop was attended by 25 participants from 13 countries namely: Australia, Bangladesh, China, DPR Korea, India, Indonesia Japan, Myanmar, Nepal, Pakistan, Philippines, Thailand and Vietnam. The workshop discussed current trends in curriculum development and instructional material development in the participating countries and prepared strategies for the adaptation of curricula of technical and vocational education to the needs of newly emerging technologies. The final report is under preparation.

Development of infrastructure for technical and vocational education

Three resource persons were provided to assist in the organization and conduct of the regional training workshop on curriculum development for technical education reported under para 05313.

PROGRAMME V.5 Higher Education, Training and Research

Sub-programme V.5.1 Development and improvement of higher education for the advancement of society

Regional Co-operation in Higher Education

a) Dissemination of information

Sukhothai Thammathirat Open University (Thailand) has produced and distributed Vol. 12 - April 1989 and Vol. 13 - August 1989 of the distance education newsletter "Never Too Far".

Preparation of a monograph on alternative structures of higher education by a contract with scholar has been planned. The monograph would provide an overview of structural reforms introduced into higher education in Asia and Pacific region during recent years and also of the emerging trends with particular focus on the diversity of higher education institutions in response to divergent needs, innovations in academic or administrative structures in higher education institutions, alternative or supplementary delivery systems in higher education.

b) Studies

The Hanoi National University of Technology, Hanoi, Viet Nam has submitted the manuscript of the study on policy, direction and approaches in curriculum innovations and their impacts: a case study of Hanoi University of Technology. The study particularly analyses the curriculum innovations in academic programmes and process, the factors affecting such innovations, their impact and the future trends of development. The manuscript is now being edited for publication in 1990.

Prof. Grant Harman, Head of the Department of Administrat-ive and Higher Education Studies, University of New England, Australia who had been in charge of the study on alternative sources for financing of higher education in Asia and the Pacific has prepared the first draft. The final manuscript is expected early next year.

c) Regional resource centre

Unesco PROAP made a contribution of US$10,000 to the Regional Resource Centre in Distance Education located at Sukhothai Thammathirat Open University, Thailand for the development of a computerized distance education data base on full-time faculty members and course offerings and a documentation file on learning materials. In particular, the project is aimed to analyse and identify the type of information needed by distance education institutions and the information that they are capable of sharing, the system of data base, data collection mechanism, data entering, retrieval conditions, and report generation. To make the system run, data will be collected from the nine founding institutions. As a continuation of this activity, the Centre is planning to make the system region-wide and a component of training on system management and maintenance will also be included. By March 1990 two directories - one on the faculty members and the other on course materials will have been produced as the first phase of the project.

In this connection, the Meeting of the Executive Council of the Regional Resource Centre was held at the Allama Iqbal Open University, Islamabad, Pakistan on 9 November 1989. Six of the nine founding member universities were represented at very senior level. The Meeting endorsed the Project on distance education data base and expressed its full co-operation. Their membership contribution would add to Unesco's support quite substantially. A PROAP staff member attended the Meeting.

Recognizing the important pioneering work being done by the Curriculum Development Centre of Tribhuvan University, Nepal relating to curricular and academic staff development, PROAP provided an amount of US$8,500 to the Centre for a project on development of a computerized data base on teaching staff from various higher education institutions in Nepal. The project is now in progress. When completed, the data base is expected to help foster teaching networking and also help generate reference information for policy makers. Unesco has also provided financial support for the procurement of a micro-computer and a photocopying machine.

d) Support to regional activities

Staff Travel

PROAP fielded a mission to Bangladesh to explore the possibility of Unesco's participation in the proposed technical assistance study for an Open University in Bangladesh which will be financed by the Asian Development Bank.

MAJOR PROGRAMME XIII

Peace, International Understanding, Human Rights and the Rights of Peoples

PROGRAMME XIII.3 — Education for Peace and Respect for Human Rights and the Rights of Peoples

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Sub-programme XIII.3.1 — Implementation of the 1974 Recommendation and follow-up to the intergovernmental conference on education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, with a view to developing a climate of opinion favourable to the strengthening of security and disarmament

Plan for the development of education for international understanding, co-operation and peace

A Regional Workshop for the Development of Prototype Curricula Materials on International Understanding, Co-operation and Peace was organized in 1988. The output of the workshop, a resource book entitled "Education for International Understanding, Co-operation and Peace" is in the final stages of printing.

Extension and consolidation of the Associated Schools Project

Thailand organized a national workshop in 1988 to develop teaching materials for use in the Associated Schools. A contract was signed with the Government to print, tryout, improve and finalize the materials in 1989. The materials are in the context of the World Decade for Cultural Development and the Plan for the Development of Education for International Understanding, Co-operation and Peace.

The materials have been printed, tried out and a workshop to finalize the materials was convened in mid-December 1989.

Part Two

INTER-COUNTRY OPERATIONAL PROJECTS

1989

INTER-COUNTRY OPERATIONAL PROGRAMMES

1. Asia and the Pacific Programme of Educational Innovation for Development (APEID):
    - 1.1 Improvement of National Education Programmes through the Network of APEID - UNDP (RAS/86/170)
    - 1.2 Improvement of Science and Technology Education through the Network of APEID - UNDP (RAS/86/051)
    - 1.3 Japanese Funds-in-Trust within the APEID Framework
    - 1.4 Member States ' Voluntary Contribution (VC)
2. Regional Technical Co-operation Programme for Strengthening Multi-Level Planning and Management in Education - UNDP (RAS/86/193)
3. Regional Technical Co-operation in Higher Education for Development - UNDP (RAS/86/171)
4. Asia-Pacific Programme of Education for All (APPEAL):
    - 4.1 Expression of Skills-based Literacy Programmes for Women and Girls - UNDP (RAS/88/013)
    - 4.2 Training of Literacy Personnel under Asia-Pacific Programme of Education for All (APPEAL) - NOR-FIT 504-RAS-10
5. Training Programme in Environmental Education for Science Teachers and Supervisors in the ASEAN Region - UNDP (RAS/86/054)
6. Regional Programme for Population Education - UNFPA (RAS/86/P13)
7. Development of Educational Facilities in Asia and the Pacific - AGFUND (522-RAS-10)

1. ASIA AND THE PACIFIC PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT (APEID)

The Asia and Pacific Programme of Educational Innovation for Development (APEID) is a co-operative endeavour of 28 Member States sharing the conviction that education can play a crucial role in contributing to the realization of national development goals. All the APEID Member States fully recognize that if education is to really have a lasting impact on development, it has to be creative and innovative rather than reactionary and archaic. It must constantly generate novel ideas (creativity) and to transform those ideas into tangible and useful solutions to problems (innovation) of cultural, socio-cultural and economic development.

Through the years, the number of countries, which subscribe to the above thrusts of APEID, has increased from 16 Member States with 13 Associated Centres in 1974 to 28 Member States with 185 Associated Centres in 1989. The Member States are Afghanistan, Australia, Bangladesh, Bhutan, China, DPR Korea, Fiji, India, Indonesia, Iran, Japan, Lao People's Democratic Republic, Maldives, Malaysia, Mongolia, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Socialist Republic of Viet Nam, Sri Lanka, Thailand, Tonga, Turkey and USSR.

Three Member States, namely, Myanmar, Cook Islands and Kiribati are also in the process of joining the APEID network.

During the current project cycle, 1987-1991, APEID is financed from four main sources, namely, UNDP, Unesco Regular Programme (RP), Japanese Funds-in-Trust (JPN-FIT) and Voluntary Contributions (VC) from Member States.

There are two UNDP-assisted projects in support of APEID, namely:

1. RAS/86/170 - Improvement of National Education Programmes through the Network of APEID; and
2. RAS/86/051 - Improvement of Science and Technology Education through the Network of APEID.

The programmes and activities of the UNDP-supported project have been a crucial catalyst in the initiation of educational innovations for development.

1.1 IMPROVEMENT OF NATIONAL EDUCATION PROGRAMMES THROUGH THE NETWORK OF APEID (RAS/86/170)

The main development objectives of the project are to contribute towards:

1. universalization of primary education - with special attention to wider access of girls and children of the educationally disadvantaged groups, completion and retention, and enhanced learning achievements;
2. development of innovative approaches to continuing education of early primary school-leavers and young people out-of-school;
3. promotion of education relevant to societal requirements, including incorporating work skills in general education and restructuring secondary education; and
4. development of innovative structures and systems of support services aimed at sustaining continuing innovations for development.

To contribute to the achievement of the above-cited overall development objectives as well as the specific objectives under programme areas, i.e. (i) universal primary education; (ii) continuing education; (iii) education and the world of work; (iv) restructuring secondary education; (v) educational and communication technology; and (vi) training of personnel including professional support services and distance education which are covered by the project from 1990-1991, regional, sub-regional and national activities were organized. The comparative statistics in 1988 and 1989 are presented here.

Regional and sub-regional activities

Year	No. of activities	No. of Member States involved	No. of participants
1988	26	26	314
1989	16	30	152

National activities

Year	No. of activities	No. of Member States involved	No. of participants
1988	51	16	5,901*
1989	77	20	2,109

* This figure includes about 4,000 people at the village level involved in an experimental project on village school and rural community development in Bangladesh.

The above-cited activities further reinforced educational innovations for development initiated earlier in the project. The main educational innovations under each programme area are briefly discussed below and the pages which follow.

Main thrusts of the programme areas

Universal primary education is focused on three problem clusters, namely, (i) universal access; (ii) retention and completion; and (iii) qualitative improvement of learning achievement. Universal access remains a serious problem in many countries of the region. Out of 100 million primary school-age children who are not enrolled in schools, 60 per cent are in this region. Most of the primary school-age children who are not attending schools are from the so-called educationally disadvantaged groups. Likewise, retention and completion are serious problems in many countries in the Asia-Pacific region. It is estimated that currently about 24 million children drop out of school before completing primary education. It is generally assumed that children who drop out of school before completing the fifth grade eventually revert to illiteracy. Learning achievement is equally important, as all the efforts and expenses of providing school facilities, materials and teachers mean little if, at the end of the primary school cycle, children have not acquired appropriate skills, abilities and attitudes to prepare them for life.

Through this UNDP project, innovations have been initiated to ensure universal access, retention and completion and enhanced learning achievements.

Continuing education is intended to reduce the tendency for some learners to revert back into illiteracy once they left school. One innovation in this regard is the focus on the development of enterprise competencies among young people, so that they may possibly create employment for themselves instead of being dependent on others for jobs.

Education and work is another important programme area. Among the developments in this area are that (i) practical activities relating to the world of work are regarded as an integral part of the learning process; (ii) participation in work activities help develop and strengthen the value of work ethics; and (iii) provision of a transition from school to work.

Restructuring secondary education is urgently needed as secondary education in many countries tend to be the weakest link in the educational chain. Innovations in this area are focused on (i) vocationalization of secondary education; and (ii) the development of entrepreneurship capabilities, especially among those likely to join the world of work after completion of secondary education.

Educational and communication technology is one of the innovations that will continue to surge like the persistent rushing of the waves of the ocean towards the shore of education. Innovation in this regard includes the use of computer, radio and television and video system for the enhancement of learning achievements.

Professional training including professional support services and distance education remains the lynchpin of the entire educational structure. There are a number of initiatives in this regard, including (i) school-based and practicum-based teacher education; (ii) linkage of pre- and in-service education; (iii) upgrading of teachers' qualification and ensuring sustained professional growth of teachers via for example distance education.

With an all-out movement for "education for all", APEID has geared all its seven programme areas towards reaching out to the educationally disadvantaged. This is premised on the assumption that education for all will remain a myth unless quality education is afforded to the educationally disadvantaged groups.

Area-wise progress of implementation

Highlights of the programme implementation in 1989 are presented in this section. More details can be obtained in the published reports and other publications pertaining to the specific activities. The sub-heads under each programme area correspond generally to the activities in the work plan.

Programme Area I: *Universalization of Primary Education: Access to Education of Girls, Out-of-School Youth and Disadvantaged Population Group*

1. National Workshop on Universal Primary Education for Girls

As a follow up of the co-operative framework and action strategies developed for the promotion of universal primary education for girls in the APEID Workshop on Universal Primary Education for Girls, held in Pune in 1988, five Member States, namely, Afghanistan, Bangladesh, India, Pakistan and Nepal organized national training workshops on promotion of primary education for girls. The national training workshops were organized to train primary education specialists in the development of instructional materials and training programmes for teachers.

The outcomes of the national training workshops served as inputs for further training of teachers in the concerned Member States. The outcomes of the national workshops were also utilized as reference documents in the Sub-regional Training Workshop on Preparation of Teachers and Educational Materials for Promotion of Primary Education for Girls, which was held at the Indian Institute of Education, Pune, in November 1989.

2. Workshop on Qualitative Aspects of Primary Education with reference to Disadvantaged Children

A Technical Working Group Workshop (TWG) was organized to examine the outcomes of various innovations introduced in the countries of the region focused on the improvement of primary education for disadvantaged population groups with reference to the APEID Joint Innovative Project on Raising the Achievement Level of Children in Primary Education.

The group comprised of nine specialists from the countries of the Asia and Pacific region, representing expertise from such fields as early childhood education, curriculum and teacher training from Australia, China, India, Indonesia, Japan and Philippines. The focus of the meeting was on the development of a co-operative framework for follow-up actions, based on mutual sharing of country experiences, covering pre-school preparation, curriculum and instructional strategies, teacher preparation, parental and community involvement, use of mass media and educational administration and supervision.

Utilizing the ideas and issues that emerged in the workshop during the presentations of country experiences and the ensuing discussions, a technical paper has been prepared which is planned to be published soon. The paper is organized in three sections. The increasing concern for qualitative educational changes in different countries, and the forms in which they are expressed, are presented in the introductory section. The synthesis of the key concept of 'quality' with reference to disadvantaged children at the primary stage of education based on perceptions emerging from diverse socio-cultural contexts is presented under the section 'quality in education with reference to disadvantaged children'. In the concluding section, issues and problems with reference to pre-school preparation, curriculum, teacher preparation, parental and community involvement, mass media and administration and supervision and action strategies in the form of conceptual guidelines are presented.

3. Attachments and resource persons exchange in primary education

1. A two-week attachment training in non-formal primary education for girls in rural areas was organized in November 1989 at the Indian Institute of Education (IIE), Pune, which is an Associated Centre of APEID. The specific focus of the attachment programme was on training of teachers and preparation of teaching materials for the promotion of primary education for girls. Two specialists from Afghanistan attended the training programme.

Participants had an opportunity to study closely the large-scale non-formal primary education programme for girls and other community-based education programmes implemented by IIE. They also prepared follow-up proposals for the promotion of primary education for girls.

2. A resource person in primary education from Australia participated in the Workshop on Qualitative Aspects of Primary Education with Reference to Disadvantaged Children held in Manila, Philippines in July 1989. Another resource person from Philippines participated in the Sub-regional Training Workshop on Preparation of Teachers and Teaching Materials for Promotion of Education for Girls held in Pune, India, in November 1989.

Programme Area II: *Continuing Education*

Under this programme area, the activities undertaken in 1989 may be grouped into two major clusters, one which is a follow-up of a 1988 activity on continuing education for early primary school-leavers, and the other a newly launched Joint Innovative Project on Education for Promoting the Enterprise Competencies of Children and Youth.

1. Continuing education for early primary school- leavers

It may be recalled that in 1988, an APEID Technical Working Group Meeting was organized in Chiang Mai, Thailand, to identify the learning needs of early primary school leavers, and propose possible models for organizing continuing education programmes as well as guidelines for the preparation of instructional materials for this educationally disadvantaged group. The report of this meeting came out in 1989.

As a sequence to the 1988 meeting, Unesco/PROAP, offered financial support to eight Member States, to organize national activities in the form of national workshops to develop instructional materials based on the guidelines proposed by the regional meeting. These countries are: Bangladesh, China, India, Indonesia, Nepal, Pakistan, Philippines, and Thailand. Preparatory actions were taken in 1989, and the workshops are being held, or will be held, in 1990. The expected outcome is a set of prototype materials for each country to try out and refine it for possible mass application.

Up to the time of reporting, Indonesia has completed the national workshop, which produced a set of learning materials, using locally available resources, for primary school leavers grades I-III. The system of writing was based on the principle of "do it yourself". The materials were field-tested and revisions made.

Also in 1989, an attachment programme was arranged to enable an English Language Development Officer of Maldives to spend a month at the Philippine Normal College to develop her skills in designing the English language curriculum and syllabi for primary schools, as well as instructional materials.

2. Joint Innovative Project on Education for Promoting the Enterprise Competencies of Children and Youth

Still focusing attention on the educationally disadvantaged groups of population, among whom are potential primary school leavers and out-of-school youth aged 12-24, efforts are being made to relate education more closely to the self-generation of income which will ultimately contribute towards the improvement of the quality of life, and the solution, to a certain extent, of the chronic problem of youth unemployment.

The APEID principle of the Member States co-operatively planning and designing a programme or a project was applied in this connection by PROAP/ACEID inviting a group of experienced persons to an APEID Planning Meeting in Bangkok in December 1989 to design a joint innovative project, the ultimate aim of which is to contribute to the making of productive and useful young people who are creative, innovative, self-reliant and risk-takers. The member of the Planning Meeting were of the view that in addition to basic general education, provided through formal or non-formal modes, the disadvantaged children and youth should also be encouraged to develop enterprise competencies which will equip them with the necessary "tools" to earn their living independently when they leave school. The Planning Meeting developed the conceptual framework, consisting of an overall design structure, target age ranges, target scenarios, target pedagogies, and interactions/influences among parameters. The meeting also proposed strategies for developing enterprise competencies and their infusion in continuing education, which include frameworks for the promotion of enterprise competencies, pedagogical considerations, and infusion of enterprise competencies. They finally formulated a joint innovative project, giving the background, rationale, focus, objectives, expected outcomes, activities, evaluation and special considerations. The report has been printed. The next step in 1990 is to negotiate with selected Member States to prepare national action plans for implementing the Joint Innovative Project, with an offer of financial support under RAS/86/170. It is planned that after one year's experimentation, the outcomes of the national actions will be reviewed and experiences exchanged at a regional review meeting which is to take place in 1991. The implementation at the national level will then be further refined and enhanced, with a view to making the project viable enough for nation-wide application.

Programme Area III: *Education and Work*

1. Regional Workshop on New Directions in Technical and Vocational Education According to the Needs of Newly Emerging Technologies

Fourteen countries took part in the regional workshop to discuss new directions in technical and vocational education to meet the demands of newly emerging technologies. The outcome of the discussion added to the knowledge base which is necessary for planning for future scenarios of technical and vocational education as well as the linkages between education and the world of work. At the national level, support was given to national endeavours to develop instructional materials (software) and multi-media packages, and also to improve methods, forms and structures of technical education.

2. National training workshops for development of appropriate instructional materials (software), including multi-media packages for school and out-of-school use

National workshops held in Bangladesh and Fiji, with financial support from PROAP/APEID, helped train educational personnel in the development of appropriate instructional materials and multi-media packages for school and out-of-school use. In another series of national workshops, educational personnel in India, Republic of Korea and Thailand developed guidelines for the improvement of methods and structures of technical and vocational education, and they were trained on how to prepare exemplar instructional materials.

3. Attachments/internships in technical/vocational education, and education and the world of work.

A senior lecturer from Western Samoa Technical Institute was provided a three-week attachment facility at Regency College of the South Australian Department of Technical and Further Education, Adelaide, Australia, to improve his professional skills in mechanical engineering and machine trades.

Programme Area IV: *Restructuring Secondary Education*

1. Pilot national workshops on the development of alternative models of secondary education

As a follow-up of the 1988 Regional Study Group Meeting on Reorientation and Reform of Secondary Education, national workshops were organized in Bangladesh, China, India, Indonesia, Nepal, Pakistan, Samoa, Sri Lanka, Turkey and Viet Nam. The national training workshops provided training and orientation to a corps of high-level education officials to restructure secondary education to make it more relevant to societal requirements including the integration of vocational skills in general education, and the revitalization of vocational and technical education to respond to the needs of modernizing economies and the emerging new technologies.

2. Exchange of resource persons

A resource person from Japan participated in a national workshop on reforms in secondary education in the Philippines.

Programme Area V: *Educational and Communication Technology*

1. Regional Expert Group Meeting for Developing a Guidebook on Computer Educational Software Development, Evaluation and Dissemination

The expert group meeting brought together eight eminent specialists from five countries to plan and begin work on the guidebook. Thirteen participants from 12 countries in Asia and the Pacific attended the regional workshop which was animated by 40 resource persons.

2. National training workshops

National training workshops on the use of computers in the teaching of science and mathematics were organized in Indonesia, Philippines and Nepal, in which a total of 140 national personnel were trained.

3. Exchange of resource persons

Two resource persons, one from Australia and the other from Malaysia, assisted and conducted three national workshops for the training of teachers in computer education.

Programme Area VI: *Professional Training Including Professional Support Services and Distance Education*

1. Follow-up national workshops on reforms and networking in teacher education to meet the needs of disadvantaged groups

As a follow-up of the 1988 Sub-regional Study Group Meeting on Reforms in Teacher Education, national training workshops were organized in China, India, Nepal, Philippines, Sri Lanka, Thailand and Viet Nam. These workshops provided training and orientation on the following:

1. Development of alternative structures, innovative strategies and exemplar materials aimed at (i) the qualitative improvement of teacher education; and (ii) enabling teacher educators and teachers to meet the needs of disadvantaged groups; and
2. Development of effective methods of networking of teacher education institutions to enhance their capabilities for meeting the needs of disadvantaged groups.

2. Follow-up national training workshop on distance education in teacher education

As a follow-up of the 1988 Sub-regional Workshop on Distance Education in Teacher Education, national workshops were organized in Bangladesh, and China. The workshop provided training and orientation on the development of alternative strategies and materials on teacher education designed to enable teacher educators, teachers and other personnel to undertake strategic development tasks, including reaching out to untrained teachers in remote and disadvantaged areas and to provide them means for continuing professional growth.

3. Inter-country exchange of resource persons

Resource persons were availed of in national workshops on reforms in teacher education in China, Thailand, and Viet Nam from Thailand, Australia and Philippines, respectively. Likewise, a resource person from Thailand took part in a national workshop on distance education in Bangladesh.

Inter-programme and Support Activities

1. National workshops on educational research

These national workshops were organized in Bangladesh, India, Pakistan and Papua New Guinea. The workshops brought together educationists and social scientists who have done work and researches on disadvantaged population groups and shared insights and experiences as well as to develop research designs for a nation-wide study of dimensions of educationally disadvantaged.

1.2 IMPROVEMENT OF SCIENCE AND TECHNOLOGY EDUCATION THROUGH THE NETWORK OF APEID (RAS/86/051)

Science and technology education has been a major focus during all the three cycles of the Asia and Pacific Programme of Educational Innovation for Development (APEID.

During the third programming cycle, two comprehensive evaluations of the programmes were carried out by Unesco/UNDP; the first one in June 1983 and the second one in April 1986. The report of the second evaluation was reviewed by the Tenth Regional Consultation Meeting on APEID for a Tripartite review in May 1986. The Meeting identified three major areas on which APEID should concentrate its efforts during the fourth programming cycle, namely, (a) Education For All; (b) Making education relevant to societal requirements; and (c) Support activities and infrastructures common to all educational levels and systems. Under each of these three major areas, a number of programme areas (14 in all) were also indicated. Science and technology education including Science For All is included under major areas (a) and (b) Education For All and Making education relevant to societal requirements. Contributions from the Science and Technology Education programme also flow to the area (c) Support activities and infrastructures common to all educational levels and systems.

The new Project 'Improvement of Science and Technology Education' has been designed to build on the strengths and competences that have been generated in science and technology education through the preceding programme cycles under Unesco Regular Programme activities and APEID in accordance with the needs, the emerging problems and concerns and priorities of the participating member countries.

The main thrust of the project is on the transfer of regional experiences to the national level, and prior national experiences to new directions of movement. The enhancement of national capacities, competences and resources already available are a special consideration in the design and implementation of the Project, as is technical co-operation among developing countries and among developing countries and developed countries in the region.

The Project has helped develop and find agreement among participating Member States on a comprehensive strategy for science and technology education development in the region, that operationalizes the overall thrust of human resources development in this area of education. This strategy consists of the following major elements:

- Development of low-cost and cost-effective, high quality, functional science and technology education in the context of Education for All and Science for All;
- Development of futures in science and technology education.

In regard to the former , low-cost involves use of the environment, development and use of low- and no-cost science and technology learning/teaching equipment, school/community participation and popularization of science among populations out of school; and participation of learners in locally manifested socio-economic development programmes and in improving their own quality of life as application of learning in the classroom; and cost-effective involves enhancement of relevance, functionality and application of learning, and pedagogically sound methodologies that would improve the quality of learning. These parameters will be applied specially in the context of disadvantaged areas and populations currently underserved by science and technology education programmes.

In regard to the second strategy, the focii are on futures content in science and technology education incorporating such areas as materials science, immunology, biotechnology, laser science, macro cross-national ecology; science and technology at the second level of education, taking into account the highly diverse demands anticipated to be placed upon this level of education; nurturing and identifying science and technology talent, especially in rural and disadvantaged areas; and use of new electronic media, such as the computer, for enhancing science and technology learning.

UNDP is providing assistance of US$800,000 for the Project during the period 1987-1991 to support inter-country co-operative activities in science and technology education which have been identified by the participating Member States as of common concern and priority in national development plans, and which will ensure that the gains made during the preceding cycles are carried over into the national structures. In this light, programme areas have been identified for the Project in order to achieve concentration and thrust. The work plans have been delineated by a Programme Development Meeting of the specialists drawn from the Associated Centres and National Development Groups of the member countries.

The following were the important activities undertaken in 1989 under the Project:

Regional/sub-regional activities

1. Regional Training Workshop on Popularization of Science through Science Museums, Science Clubs and Science Fairs

The Regional Training Workshop was co-hosted by the Centre for Educational Museums and the Institute for the Promotion of Teaching Science and Technology (IPST), Thailand from 17-24 April 1989. The focii of the workshop, which included hands-on practical training, were on (1) the use of science museums: presentation of concepts through communication media; active learning and involvement of viewers; placing modern scientific development in the context of national culture, development and historical time stream; presentation of periodically changing topic issues of national and international importance; presentation of modern scientific and technological principles; (2) the use of science clubs: vehicles for practising science process skills and application of learning; opportunity for creativity and intervening to improve quality of life; (3) the use of science fairs: sharing scientific knowledge/achievements through science clubs with in- and out-of-school learners and general public; nurturing science and technology talent among in- and out-of-school populations, and (4) the use of science camps: science learning in natural situations in ecological contexts. There were 12 participants from China, India(2), Indonesia(2), Malaysia, Pakistan, Philippines, Republic of Korea, Thailand(2), Viet Nam, one observer form Philippines and 3 resource persons from Thailand attending the workshop. Unesco PROAP/ACEID was represented at the Workshop by two staff members.

Funds for this activity were supplemented from funds under Unesco Regular Programme.

2. Technical Group Meeting for the Development of Exemplar Training Materials and Media Packages for Teachers- Primary Level (for South Pacific countries)

The organization of this meeting was decentralized to the Unesco Office in Apia, Samoa. This meeting was held from 15-23 May 1989 at the Science Centre in Samoa, in co-operation and cost sharing with the Commonwealth Secretariat. The workshop aimed at exploring science learning/teaching in the Pacific context, developing approaches and activities which enhance science learning, and resource packages introducing alternative philosophies in science education to science teachers, to be used in the follow-up national workshops. Nineteen participants from the Pacific countries, namely, Central Pacific, Cook Islands(2), Fiji(2), Kiribati(3), Samoa(4), Solomon Islands(3), Tonga(3), and Tuvalu, and five resource persons, two from Fiji, and one each from the Commonwealth Secretariat, Office of Unesco Regional Adviser for Population Education in the Pacific, New Zealand and Sri Lanka participated in the meeting.

Funds for this activity were supplemented from funds under Unesco Regular Programme and the Commonwealth Secretariat.

3. Regional Writing Workshop on the Development of Exemplar Science and Technology Learning/Teaching Materials for Non-formal Education

This workshop was held from 24-31 July 1989 in Bandung, Indonesia. The main objectives of the workshop were: (i) to exchange experiences in regard to design and development of non-formal and science and technology education materials for out-of-school youth; (ii) to identify appropriate types and categories of content for non-formal science and technology education for out-of-school youth and relevant criteria; (iii) to identify appropriate formats, styles, presentations, methodologies, suitable for non-formal science and technology education; and (iv) to develop exemplar materials utilizing items (ii) and (iii). This workshop was also a hands-on production-cum-training activity, with the participants producing a large number of types of non-formal education in science and technology. There were 11 participants form Bangladesh, Indonesia(3), Malaysia, Maldives, Nepal, Pakistan, Papua New Guinea, Philippines, and Thailand and two resource persons one each from Indonesia and Thailand attending in the workshop. Unesco PROAP/ACEID was represented at the Workshop by two staff members.

4. Technical Working Group Meeting of National Experts on Values and Ethics related to Science and Technology Education at Primary and Secondary levels

The Technical Working Group Meeting of National Experts on Values and Ethics related to Science and Technology Education at Primary and Secondary levels was held from 19-27 October 1989 in Kuala Lumpur, Malaysia. The main issues focused at the meeting were (i) ethical and value parameters intrinsic to science which may arise from attributes of science and technology; and (ii) moral and ethical responsibilities of scientists for the products of science, and of the general public for the moral implications of such products. The workshop was attended by 12 participants (young practising science journalists from the print and electronic media) from Australia, China, Indonesia, Iran, Malaysia(2), Pakistan, Philippines,

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Republic of Korea, Sri Lanka, Thailand and Viet Nam and four resource persons from India, Malaysia, Sri Lanka and USSR. Unesco PROAP/ACEID was represented at the Workshop by a staff member.

5. Regional Workshop on Popularizing Science and Technology for the General Public

This Regional Workshop was co-hosted by the Institute for the Promotion of Teaching Science and Technology (IPST) and the Centre for Educational Museums, Thailand from 13-20 November 1989. The objectives of the workshop were to share experiences in regard to popularization of science and technology in the Member States; consider possible direction for future actions; and develop exemplars in respect of informational, explanatory , science process skills and ethical and moral inputs. Fifteen participants the majority of whom were young science journalists working in the printed or electronic mass media, from China, India, Indonesia, Lao PDR(2), Malaysia, Nepal, Philippines(2), Pakistan, Republic of Korea, Sri Lanka, Thailand and Viet Nam(2) and four resource persons from Thailand participated in the workshop. Unesco PROAP/ACEID was represented by two staff members. This Workshop was in a production-cum-orientation mode with the participants producing relevant journalistic materials for the mass media.

6. Regional Workshop for the Use of Computers in the Teaching of Science and Mathematics

The workshop was organized from 15-24 November 1989 at the Royal Melbourne Institute of Technology, Australia. The objectives of the workshop were to share experiences and explore new and innovative uses of computer in science and mathematics learning and teaching with focus on improved expository learning, reinforcement and practice of initial learning; increasing problem-solving situations with various variables in learning; model hypothesis making and testing; and management aspects such as management of space and time; intervening in curricula learning; optimizing hands-on experience in case of limited availability of access to computers; compatibility, availability of software and cost. Thirteen participants one each from Australia, China, Fiji, India, Indonesia, Japan, Malaysia, New Zealand, Pakistan, Papua New Guinea, Philippines, Sri Lanka, Thailand and Viet Nam, and one observer from Thailand participated in the Workshop. Unesco PROAP/ACEID was represented by a staff member. This Workshop too, participants produced relevant materials so the use of computers in learning/teaching science and mathematics.

Funds for this activity were supplemented from funds under Unesco Regular Programme, and the contribution in the amount of 6,800 Australian dollars from the Australian International Development Assistance (AIDAB).

7. Regional Design Workshop for the Development of Science Education at the Secondary Level with Special Reference to Futures Content in Science and Technology

This workshop was organized from 29 November - 5 December 1989 in Beijing, China. The focus of the workshop was futures content in science education. The workshop considered the significant changes in the scenario of science and the new science content to be included in science education in the future: core science already in the curriculum and new core science required for the futures science; curriculum organization; entry of technology;

sources for developing curricula; difficulties and constraints. There were 9 participants from China(2), Indonesia, Malaysia, Mongolia, Philippines, Thailand(2), and Viet Nam, and 3 resource persons one from Australia and two from China, and three observers form China participated in the workshop. Unesco PROAP/ACEID and CTA Unesco-UNDP Science Education Project Nepal attended the Workshop.

8. Regional Operational Workshop on Identifying Primary/Lower Secondary Level Science Curriculum Specifications Derived from Rural Life Experiences of Learners

This workshop has been planned to be organized in the first/second quarter of 1990 in Pakistan with the emphasis on the science content analysis of life work situations of children ages 6 - 14 years in rural/urban disadvantage areas (before entering school and during schooling as a basis for science and technology curriculum development). Preparatory work has been started with such analyses being made and recorded on video in China, India, and Pakistan.

National activities

The organization of the National Training-cum-Production Workshop for the Development of Modular Packages for Enhancing Science and Technology Education (Nepal) and the National Training-cum-Production Workshop on Learning/Teaching Material and Activities in Science Education (Sri Lanka) were obligated in 1988 and organized in 1989.

Support was provided to Member States to organize 14 national workshops as follows:

The National Workshop on Integrating Science Learning into Post-Literacy Programmes (Development of Science Materials for Neo-literate Women) (India), the National Workshop on Physics and Technology Education (Philippines), the National Design Workshop on Future Science Content for Secondary Level in Beijing (China), the National Workshop on Popularization of Science through Museums, Science Clubs and Science Fairs (Viet Nam), the National Workshop on Popularization of Science and Technology Education (Democratic Republic of Korea), the National Workshop on Development of Low Cost, High-Quality Science and Technology Education at Primary Level (Lao PDR), the National Workshop on the Improvement of Science and Technology through Science Museums, Science Clubs and Science Fairs (Bangladesh), the National Workshop on Development of Low Cost, High Quality Science and Technology Education at Primary and Lower Secondary Level (Maldives), the National Workshop on Popularization of Science and Technology through Science Museums, Science Clubs and Science Fairs (Pakistan), the National Workshop on Nurturing Learners' Talents in Science and Technology (Philippines), the National Workshop on Improving Science and Technology Education (Indonesia), and the Training-cum-Workshop on Science Learning in Early Childhood Education (China).

Support was also provided for conducting two studies, namely, a Study on Analysis for Curriculum Specification in Chemistry for Secondary School Level- based on chemistry of life (Sri Lanka) and a Developmental Production-cum-Training Study on, and Produce materials in, Elementary Process of Learning Mathematical Concepts in Nepal (Nepal).

However, due to political problems, the organization of the National Workshop on Nurturing Learners' Talents in Science and Technology (Philippines), had to be postponed, to be held in January 1990.

Support for the organization of the National Workshop on Development of Low Cost Science Learning Materials for Primary Level (Afghanistan) had to be withheld due to delay in submitting detailed work schedule.

Services of resource persons were provided to assist in the national workshops namely from Indonesia and Thailand to India, from Thailand to Bangladesh and Lao PDR, and from India to Maldives as requested by the respective host countries.

Attachments/Internships

An attachment programme in initiating science education for the deaf, was arranged for two Nepalese officials from the School for the Deaf, Kathmandu, Nepal, at Sethasatian School for the Deaf, Bangkok, Thailand, from 21 to 30 August 1989.

Another attachment programme in the development of science and technology education curriculum, supported by funds under the Japanese Voluntary Contribution, was arranged for three Afghan officials, at the National Council for Educational Research and Training, New Delhi, India, from 4-16 December 1989.

1.3 JAPANESE FUNDS-IN-TRUST WITHIN THE APEID FRAMEWORK

1. Japanese Funds-in-Trust Mobile Training Teams

The Government of Japan continues to provide Funds-in-Trust to Unesco for five mobile training team operations within the framework of APEID covering the following areas: educational technology; curriculum development; science education; vocational and technical education; special education. From 1989, the number has been increased to seven mobile training teams, with two teams being devoted to a sixth programme area of APEID, namely, universalization of primary education.

a) Mobile Team in Educational Technology

Indonesia
(Japanese fiscal year 1988-1989, 506-RAS-81)

During the Fifth-Five Year Development Plan (1988/89 - 1993/94), the Government of Indonesia is determined to improve quality of education in the country, mainly through the use of various forms of educational technology, including extensive use of radio and television.

The study visit of two educators were meant to observe and study the use of instructional radio and television programmes. The two educators were slated to undertake the study visit in Japan from 11-17 March, in the Republic of Korea from 18-24 March and in Thailand from 25-31 March 1990.

An in-country workshop on "Instructional Radio and Television Programme Development was scheduled from 7 to 19 May 1990, and a Japanese resource person from the National Centre for the Development of Broadcast Education will help organize and conduct the workshop.

b) Mobile Team in Curriculum Development

Philippines
(Japanese fiscal year 1987-88, 506-RAS-74)

Secondary education for many students in the Philippines, and particularly for those living in depressed areas, is terminal; yet the curriculum does not adequately prepare these school leavers for entry into the world of work. It is for this reason that one of the main thrusts of the Secondary Education Development Programme (SEDP) is work education to foster a love for work, appropriate work attitudes and to provide work-related experience through the schools' initiative or through linkages with other appropriate agencies.

The purpose of the inter-country visits was therefore to observe current developments in work education at the secondary school level. The specific objectives of the visits were: to gain insights into new approaches, methods and strategies for work/vocational education at the secondary level; and, to cull ideas and practices in experience-based work-education which are applicable to the Philippine situation.

Three high-level educators involved in the restructuring of secondary education undertook the study visits to China (6-11 March), Republic of Korea (13-18 March), and Thailand (20-22 March 1989). They then organized an in-country training workshop on "Linking Formal Schooling and the World of Work", the emphasis being on experience-based strategies for implementing the technology and Home Economics component of the New Secondary Education Development Programme of the Philippines (SEDP). Thirty very high-level people from various provinces of the Philippines took part in the workshop. A Japanese resource person and the Head, ACEID/PROAP assisted in the conduct of the workshop.

India
(Japanese fiscal year 1988-1989, 506-RAS-83)

In line with the 1986 National Policy on Education (NPE), India committed to qualitatively improve by inter alia re-examining the curricular component of the education system.

Two teams of Indian educators were to visit selected Asian countries in the region. One team of two educators will make a study visit to Japan (6-12 May 1990); Republic of Korea (13-19 May 1990). The second team of two will visit the Philippines (8-19 May 1990). Both teams will make a study visit in Thailand (20-25 May 1990).

c) Mobile Team in Science Education

Indonesia
(Japanese fiscal year 1987-1988, 506-RAS-73)

The study visit and the in-country workshop phases were completed in 1988. The report of the in-country workshop which illustrated the "Futures" component of the Regional Strategy for Science and Technology Education, in terms of futures contents and the use of computer for science learning, was received in the first quarter of 1989.

Bangladesh
(Japanese fiscal year 1988-1989, 506-RAS-84)

At the request of the Government of Bangladesh, with the concurrency of the Government of Japan, the services and facilities under the Mobile Team in Science Education was given to it.

The emphasis of the mobile team were on the enhancement of the use of the environment for science education (middle school) with focus on rural areas; and the analysis of future content that would be required in science education at upper secondary level over the next two decades.

However, contract will be established and the arrangements for study visits and consultants will be finalized when the awaited detailed work schedule is received.

d) Mobile Team in Vocational and Technical Education

Lao People's Democratic Republic
(Japanese fiscal year 1986, 506-RAS-52)

A mobile team in vocational and technical education was utilized by the Government of Lao PDR. The project enabled thehost country to hold an in-country workshop from 28 September to 12 October 1989 at the Centre National de Formation des Instructeurs, Vientiane, Lao People's Democratic Republic.

The main objective of the workshop was to stimulate the efforts of technical and vocational educators participating in the Mobile Team to enhance their capacities in the design of curriculum content and methodology as well as preparation of instructional materials for technical and vocational education.

In preparation for the workshop, five national faculty members an undertook an inter-country study visit to Japan and Thailand in September 1989. During their study visit in Thailand the team of national faculty members also had a planning and briefing meeting at Unesco PROAP for the in-country workshop.

Two resource persons from Japan and Thailand assisted the national faculty in the planning and conduct of the national workshop. Audio-visual equipment of about $4,300 identified in consultation with the Government of the Lao PDR was also supplied.

People's Republic of China
(Japanese fiscal year 1987, 506-RAS-62)

A mobile team in vocational and technical education was utilized by the Government of China. Under the project an in-country workshop was held from 25-29 September 1989 at Handan City, China.

The main objective of the workshop was to stimulate the efforts of technical and vocational educators participating in the Mobile Team to enhance their capabilities in the planning and management of the system of technical and vocational education.

In preparation for the workshop, three Chinese educators undertook an inter-country study visit to Japan and Thailand in September 1989. During their study visit in Thailand the Chinese educators also had a planning and briefing meeting at Unesco PROAP.

Two resource persons from Japan assisted the national faculty in the planning and conduct of the national workshop. Audio-visual equipment of about $3,000.00 identified in consultation with the Government of China was also supplied.

Indonesia
(Japanese fiscal year 1988, 506-RAS-72)

A mobile team in vocational and technical education was utilized by the Government of Indonesia. Under the project an in-country workshop was held from 2-14 October 1989 at the Technical Teacher Upgrading Centre, Cimahi, Bandung.

The main objective of the workshop was to simulate the efforts of technical and vocational educators participating in the Mobile Team to enhance their capabilities in the organization and management of experimental production units attached to technical and vocational education institutions.

In preparation for the workshop, four Indonesian educators undertook an inter-country study visit to Japan and Republic of Korea in August 1989.

Two resource persons from Japan and Thailand assisted the national faculty in the planning and conduct of the national workshop. Audio-visual equipment of about $4,000.00 identified in consultation with the Government of Indonesia was also supplied.

e) Mobile Team in Special Education

Thailand
(Japanese fiscal year 1986-1987, 506-RAS-65)

The equipment has been delivered and the payment has been processed. The completion report has been developed.

Philippines
(Japanese fiscal year 1987-1988, 506-RAS-75)

The Mobile Team in Special Education was fielded in the Philippines. The National Training Workshop was held in Manila on 1-21 October 1989 with the focus on upgrading the curricula for the training of teachers for pre-school mentally retarded learners and developing instruments for early diagnosis.

Two consultants, Ms. Teresita Inciong (Philippines) and Mr. Kaoru Yamaguchi (Japan) assisted at the workshop.

Prior to the workshop, the National Director of the workshop, and two staff members, undertook study visits to Japan and Thailand.

Nepal
(Japanese fiscal year 1988-1989, 506-RAS-85)

Negotiations are underway regarding a Mobile Team Operation in Nepal in support of the new movement into the use of sign language and quantitative and quality improvement of special education to be included in the next Socio-Economic Development Plan of Nepal. This is also a follow-up of the study visit and consultancy in special education provided to Nepal under the Unesco regular budget programme.

f) Mobile Team in Universal Primary Education

Nepal
(Japanese fiscal year, 1989, 506-RAS-04)

At the request of the Government of Nepal, the services of a Mobile Training Team in UPE was provided for training a group of key personnel in the area of improvement of primary education in rural areas.

An inter-country study visit for three Nepalese education officials was organized to Thailand and China. In Thailand, the team studied the education of the disadvantaged population and the linguistic minorities. In China, the team studied the management strategies of schools in the remote regions of Gansu Province.

The In-country Training Workshop on Raising the Quality of Primary Education in Remote and Isolated Areas was organized jointly by the Ministry of Education and Culture and the Institute of Education, Tribhuvan University in Kathmandu for a week in October 1989.

The Workshop specifically focused on:

1. Review and exchange of significant experiences pertaining to different factors contributing the quality of primary education in remote and isolated areas; and
2. Analysis of difficulties encountered in raising the quality and identification of innovative remedial measures which may be introduced to raise the quality of primary education in remote and isolated areas.

The Workshop was attended by 25 participants from various districts consisting of 5 district education officers from five different regions representing the remote and isolated areas. Other participants were key personnel involved in the education of primary children in remote and isolated areas in Nepal. They will serve as trainers and leaders in the subsequent orientation and training workshops to be conducted at the local level.

The Workshop was evaluated by the Steering Committee members and by the participants and was rated as highly successful. At the end of the Workshop, participants manifested better understanding of the disadvantaged child in rural remote areas, giving due recognition to and appreciation of what the children in those areas are and are not good at doing in the light of the outcomes of schooling.

As follow-up actions, it was reported that a series of training workshops would be organized at the district level.

People Republic of China
(Japanese fiscal year 1989, 506-RAS-04)

The services under the Mobile Training Team in Universal Primary Education (UPE) was made available to China upon the request of the Government of China.

In July-August, an inter-country study visit was organized for two and a half weeks to Thailand and Australia for a group of four specialist who formed part of the Chinese National Faculty. The programme included school visits to provide exposure on the methods and modalities adopted in the host countries in the area of curriculum and materials development, teacher training, school community relation and other areas that have immediate relevance to the problems related to raising the quality of primary education.

In the final phase, an in-country workshop was organized to develop innovative strategies to improve the quality of primary education in remote, poor, minority areas and other educationally disadvantaged contexts with emphasis on the following:

- Improvement of pre-primary education with active support of the community;
- Development of various modalities of teacher training applicable to different clientele groups;
- Development of reading materials to enrich the education of pre-priamry and primary school children;

- Development of methods and materials of instruction to raise the achievement level of children; and
- Development of an evaluation system which focus on the improvement of the learning achievement.

The workshop was organized by the Gansu Education Commission in October 1989 with about 50 participants from seven provinces: Gansu, Guizhou, Hebei, Henan, Qinhai, Xing Jiang and Yunnan and two resource persons provided by Unesco/PROAP.

Participants emphasized that the work undertaken in Gansu Province as part of the APEID Joint Innovative Project on Raising Achievement Level of Children in Primary Education had been very useful and it already formed an important strategy for reform in primary education in China. On the basis of experiences gained during the in-country workshop, participants from various provinces prepared and presented follow-up action plans which would be considered for implementation, upon their return to their respective provinces.

1.4 MEMBER STATES' VOLUNTARY CONTRIBUTION (VC)

In 1989, Voluntary Contributions from Iran, Japan, New Zealand, Republic of Korea and Thailand amounting to US$120,000 were used to fund activities of APEID. The bulk of the amount US$107,000 was from Japan. About US$46,000 was used for the country studies in 22 Member States on the Educationally Disadvantaged Population Groups. The main purpose of the study is to assist APEID and its member countries to (i) develop a reliable and up-to-date knowledge base regarding the extent and types of educational disadvantage in the region, and the goals and strategies that have or are being developed to tackle educational disadvantage; (ii) collect new information and synthesize data about educationally disadvantaged populations; and (iii) provide reliable research-based bench mark against which the success of existing and future reforms, developments and innovations in education can be measured with regard to their impact on reducing educational disadvantage.

The rest of the VC allocated in 1989 were used to augment funds from RP and UNDP for various programme areas such as those on (i) Universalization of Primary Education; (ii) Continuing Education; (iii) Education and the World of Work; (iv) Restructuring Secondary Education; (v) Educational and Communication Technology; (vi) Professional Training Including Professional Support Services and Distance Education; and (vii) Science and Technology Education. A small amount was used to supplement the Unesco RP Programme budget for information service such as printing, editing, translation work, and for study visits of senior officials of the Member States.

Among the activities in the seven programme areas mentioned above, there were two in the area of universalization of primary education which are worth recording.

a) Sub-regional Training Workshop on Preparation of Teachers and Educational Materials for Promotion of Primary Education for Girls

The workshop was organized jointly with IIE, an Associated Centre of APEID, as a follow-up of the Sub-regional Workshop and the Attachment Training organized by Unesco PROAP at IIE in 1988, and the National Training Workshops on Promotion of Primary Education for Girls organized by Afghanistan, Bangladesh, India, Nepal and Paksitan in 1989 with support and assistance from Unesco PROAP.

The workshop was attended by specialists from Afghanistan (2), Bhutan (1), India (2), Nepal (2), Paksitan (1) and Papua New Guinea (1). Participants were specialists responsible for training of teachers and development of teaching materials for primary education.

The deliberations and workshops encompassed the following areas:

- Overview of girls education in the countries in the context of UPE;
- National strategies for promotion of girls education in the context of UPE;
- Content and methodologies utilized in selected innovative projects for promotion of UPE for girls; and
- Exemplar training plans and instructional materials for promotion of UPE for girls.

Participants also had opportunities to gain experience from field visits to five villages in Pune District where IIE's non-formal education programme for girls is in operation. Participants studied the programme in operation and examined the materials and processes employed and conducted discussions with field workers and villagers concerned.

The outcomes of the workshop were in the form of guidelines for developing teaching learning materials and methods adapted to the needs of girls especially in rural areas.

b) Handbook on Multigrade Teaching

A handbook on multigrade teaching in primary school has been prepared by specialists of the National Council of Educational Research and Training (NCERT), an Associated Centre of APEID in India.

The handbook encompasses the following aspects:

i) Defining the purpose of the lesson through precise statement of objectives;

ii) Selecting appropriate activities, resources, materials (teachers need to know what-to-focus on and how to use materials and resources);

iii) Liaising with community experts, parents for making use of sources;

iv) Organizing time;

v) Organizing space;

vi) Grouping of the students into mixed ability groups, peer tutoring, monitorial assistance, whole group, etc.;

vii) Evaluating, assessing.

The handbook is now under review for printing. It will be distributed and on the basis of feedback from the Member States, it will be revised and improved for dissemination.

2. REGIONAL TECHNICAL CO-OPERATION PROGRAMME FOR STRENGTHENING MULTI-LEVEL PLANNING AND MANAGEMENT IN EDUCATION - UNDP (RAS/86/193)

The Project is designed to contribute to promoting educational development linked to socio-economic and cultural development in developing countries in Asia and the Pacific through:

i) Improvement of national capacities to design and develop national plans, programmes and projects within the framework of national educational policies;

ii) Strengthening national capacities in implementation, monitoring and evaluation of education programmes and activities, particularly at the micro/institutional levels;

iii) Modernization of educational management information system to enhance implementation capacities at all levels of management and planning;

iv) Sharing of experiences and expertise among the participating countries on a regular basis and organizing regional training as well as backstopping national training in the above areas.

1. Implementation of activities in 1989

In accordance with the Work Plan contained in the Project Document, the following activities were carried out in 1989:

a) A Regional Seminar on Implementation of Educational Policies and Reforms was held in Bangkok from 25 April to 3 May 1989. The Seminar was attended by 14 participants from 13 countries: Afghanistan, Bangladesh, China, India, Indonesia, Japan, Lao PDR, Malaysia, Myanmar, Philippines, Republic of Korea, Thailand and Viet Nam. Two resource persons as well as representatives of UNDP, UNICEF and SEAMES also took part in the Seminar.

As a direct follow-up to the Seminar, work has begun in compiling a compendium of national education policies and plans in the region for future dissemination.

b) A Regional Expert Group Meeting for Developing Guidebook on Computer Educational Software Development, Evaluation and Dissemination was held in Bangkok from 8 to 12 May 1989. The meeting brought together eight software specialists from Australia, India, Japan, New Zealand and Thailand to determine the structure and contents of the Guidebook. The Guidebook is currently being compiled by experts represented at this meeting.

c) A Regional Seminar on Community Support for Education and Participation in School Management was held from 30 October to 4 November 1989 in Bali, Indonesia. The Seminar, hosted by the Bureau of Planning of the Ministry of Education and Culture of the Government of Indonesia, brought together 12 participants from 11 countries: China, Indonesia, Lao PDR, Malaysia, Maldives, Myanmar, Nepal, Philippines, Republic of Korea, Thailand and Viet Nam; as well

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as four observers from relevant education departments of Indonesia. Two international project staff of the UNDP-Unesco project INS/85/003 acted as resource persons to the Seminar which was also attended by the USAID education project staff in Indonesia.

d) An Inter-regional Workshop on the Utilization of Microcomputers in Educational Planning and Management was held from 4 to 9 December 1989 in Bangkok. The Workshop, jointly organized by ED/EPP and PROAP, brought together 13 participants from 11 countries: China, India, Indonesia, Malaysia, the Netherlands, Pakistan, Philippines, Thailand, United Kingdom, United States of America and Viet Nam. Programme Specialists of ED/EPP, PROAP and ORLEAC in Latin America were present at the Workshop. The Workshop also reviewed the PROAP training package on educational management information system (EMIS).

With technical backstopping of UNESCO/PROAP and funding support from this inter-country Project, the following national training programmes and related activities were implemented in 1989.

- Technical support was given to the organization of a National Training Workshop on Educational Planning and Statistics in Kabul, Afghanistan from 26 December 1988 to 8 January 1989. Besides financial contribution towards local organizational expenses, the services of a UNESCO consultant was provided to conduct the training workshop.
- Technical support was provided to Bangladesh in a National Workshop on Universalization of Primary Education (UPE) 1990-2000 held from 1 to 3 March 1989 in Comilla. The workshop, jointly sponsored by UNICEF and Swedish SIDA, brought together 66 educationists, educational administrators, and key educational policy makers.
- Technical support in the form of staff participation as resource person as well as supply of training materials were provided to the National Workshop on Education Statistics held from 11 to 15 September 1989 in Nakhon Pathom in Thailand. The workshop was organized by the Office of the National Education Commission of Thailand with support from both the Unesco Office of Statistics, Paris and PROAP. Thirty educational planning and statistics officers from the central ministries and provincial education offices took part in the training.
- At the invitation of the national authorities and UNICEF office in Maldives, a staff advisory mission was fielded from 18 to 24 September to provide technical assistance in educational policy analysis and long-term educational planning. Two staff papers were prepared during the mission and conveyed to the Minister of Education as well as UNICEF and UNDP representatives. The papers are entitled respectively: "Some current issues on the development of education in Maldives" and "Suggested policy orientations".
- As a follow-up to the Sub-regional Workshop on Training of Teachers in the Use of Informatics in Education, Unesco/PROAP provided support to the

organization of three National Workshops on the Training of Teachers in Computer Education in Indonesia, Philippines, and Nepal respectively. The workshop in Indonesia was held from 13 to 17 March 1989 in Jakarta for 52 teacher trainers and secondary teachers. The workshop in the Philippines, held from 22 to 26 May 1989 in Manila, was attended by 50 computer education teachers. The workshop in Nepal, held from 5 to 15 September 1989 in Kathmandu, brought together 30 national education officers and teacher trainers. UNESCO provided financial contribution towards meeting local organization expenses of these national workshops. Besides, the expert services of a consultant were also provided to act as resource person at the workshops.

- Organization of regular internship programmes in educational statistics and EMIS continued in 1989. Two education officers from the Ministry of Education and Culture of the Lao PDR took part in the two-month internship programme at PROAP, Bangkok from 27 March to 26 May 1989.

2. Programme support services

a) Documentation

The collection of documents on policies, plans, reforms and developments, statistics and training institutions/programmes is updated on a continuing basis. Major effort is being made to focus on materials related to integrated planning and management of education, employment and human resources development.

b) Educational Management Information Systems (EMIS)

Development and upgrading of computer-aided materials in educational management information system (EMIS) continued in 1989. The analytical and simulation models on: (i) integrated projection of enrolment and requirements in teaching staff, classroom facilities and financial resources and (ii) automatic interpolation and extrapolation have been further upgraded. The PROAP microcomputer-based Integrated Planning Model for Education for All was presented and demonstrated at the International Technical Workshop on Integrated Planning for the Eradication of Illiteracy organized at Headquarters by ED/EPP from 12 to 16 June 1989. The model was also presented and demonstrated to 30 officials of the Ministry of Education and provincial education officers of the Lao PDR on 10 June 1989.

Continued efforts were made in 1989 in the development of EMIS computer applications which was initiated in 1987 as a series of joint R&D efforts between UNESCO particularly for a number of small island countries in the design and building of microcomputer-based database management systems for the computerized storage, processing, analysis, reporting and dissemination of educational management information related to schools, pupils, teachers, facilities, expenditure, examinations etc. At the request of the Ministry of Education of Western Samoa, PROAP upgraded the microcomputer-based EMIS and transferred the revised system on diskettes to Apia in April for use in the processing of latest education statistics. A consultancy mission was fielded from 24 to 28 April

1989 to install the system and train the related personnel. During the same consultancy mission, PROAP assisted the Unesco Office in Apia as well as countries in the Pacific to prepare project proposals for EMIS.

Technical guidance was provided during a staff mission to the Ministry of Education of Maldives to upgrade and improve the use of the microcomputer-based EMIS databases. Sample statistical graphics based on the output of the EMIS were designed and the methodology shared with the statistical and computer staff.

c) Reference materials

Efforts have been continued to produce reference materials including:

i) Updating of the edition of Directory of Institutions offering in-service training, research and professional services in educational planning and management in countries of Asia and the Pacific. The design and content of the Directory has been also modified to include more detailed information about training strategies, training needs assessment and clientele groups, contents and methods, faculty and facilities, capacities to accommodate inter-country exchanges.

ii) Updating of the "Inventory of Documents on Educational Planning and Management in Asia and the Pacific". It is envisaged that the design and content of this "Inventory" will also be modified to sufficiently reflect the methodology, analysis, results, conclusions and recommendations with a view to deriving some "problem-approach-solution" matrices and executive summaries for policy-makers and administrators.

iii) Compilation of a "Compendium of National Policies and Plans for Educational Development: Asia and the Pacific" reflecting the highlights from current official policy and plan documents.

iv) Compilation and documentation of project formulation and implementation experiences in educational planning and management covering both inter-country and country projects funded from extra-budgetary sources.

d) Training materials

i) Technical papers

- Reviewing Participatory Educational Planning as an Organizational Change Strategy in Indonesia - Doran Bernard.
- Implementation Mechanisms for Facilitating Community Participation in School Management in Victoria, Australia: An Overview Case Study - Colin Moyle.

ii) Country case studies

- Country case studies on community support for education and participation in school management: China, Indonesia, Lao PDR, Malaysia, Maldives, Myanmar, Nepal, Philippines, Republic of Korea, Thailand and Viet Nam.

e) Reports

The following reports of regional training seminars and workshops were prepared:

- Report of a Regional Seminar on Implementation of Educational Policies and Reforms, Bangkok, 25 April - 3 May 1989.
- Report of a Regional Expert Group Meeting for Developing Guidebook on Computer Educational Software Development, Evaluation and Dissemination, Bangkok, 8-12 May 1989.
- Report of a Regional Seminar on Community Support for Education and Participation in School Management, Bali, Indonesia, 30 October - 4 November 1989.
- Report of a Planning Meeting on Regional Study of Wastage in Education organized jointly by PROAP and NIER, Tokyo, Japan, 26 June - 5 July 1989.
- Report of a Regional Workshop on the Use of Computers in Teaching Science and Mathematics, held at Royal Melbourne Institute of Technology, Melbourne, Australia, 15-24 November 1989.
- Report of an Inter-regional Workshop on the Utilization of Micro-computers in Educational Planning and Management, Bangkok, 4-9 December 1989.

In addition, follow-up national level training activities were reported separately.

f) Other publications

The following additional publications have been produced:

i) Education for All in Asia and the Pacific: A Regional Review - Paper prepared by Unesco/PROAP on behalf of the WCEFA Inter-agency Commission, Bangkok, November 1989.

ii) Development of Educational Management Information Systems (EMIS) in Asia and the Pacific - Paper prepared by S.K. Chu for the International Congress on "Planning and Management of Educational Development", Mexico, 26-30 March 1990.

iii) Statistical poster "Education in Asia and the Pacific - Statistical Indicators 1989", which is an updated version of the earlier posters.

(UNDP) RAS/86/193: REGIONAL TECHNICAL CO-OPERATION PROGRAMME FOR STRENGTHENING MULTI-LEVEL PLANNING AND MANAGEMENT IN EDUCATION

Activities	MS Participation				
Regional Seminar on Implementation of Educational Policies and Reforms, Bangkok, 25 April - 3 May 1989	[13]: IND(1) MAL(1) THA(2)	AFG(1) INS(1) MYM(1) VIE(1)	BGD(1) JPN(1) PHL(1)	CPR(1) LAO(1) ROK(1)	
Regional Expert Group Meeting on Developing Guidebook on Computer Educational Software Development, Evaluation and Dissemination, Bangkok, 8-12 May 1989	[8]: NZL(1)	AUL(2) THA(2)	IND(1)	JPN(2)	
Regional Seminar on Community Support for Education and Participation in School Management, Bali, Indonesia, 30 October - 4 November 1989	[12]: MAL(1) PHI(1)	CPR(1) MLD(1) ROK(1)	INS(2) MYM(1) THA(1)	LAO(1) NEP(1) VIE(1)	
Inter-regional Workshop on the Utilize-tion of Microcomputers in Educational Planning and Management, Bangkok, 4-9 December 1989	[13]: MAL(1) PHI(1) VIE(2)	CPR(1) NETHERLANDS(1) THA(2)	IND(1) UK(1)	INS(1) PAK(1) USA(1)	

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3. REGIONAL TECHNICAL CO-OPERATION IN HIGHER EDUCATION FOR DEVELOPMENT IN ASIA AND THE PACIFIC
- UNDP (RAS/86/171)

The project on regional technical co-operation in higher education for development in Asia and the Pacific broadly aims to:

a) improve the quality of teaching, applied research and community programmes of the participating higher education institutions to meet the needs of national development;

b) increase the efficiency of the participating higher education institutions in the management of their resources;

c) facilitate the sharing of expertise and advancement of knowledge among the higher education institutions within and between countries in this region; and

d) enable the participating higher education institutions to provide educational opportunities to a larger number of people, particularly women and disadvantaged groups.

The Project covers a period of four years from 1987 to 1990. Within the above broad objectives, the project has its focus on four major programme areas: (a) distance education and open university structure; (b) academic and applied research staff development; (c) management of resources; and (d) women's participation in higher education. The programme activities include training, production of training materials, studies and documentation. Activities carried out under the Project were reinforced and supplemented by the regular programme of Unesco.

Implementation of activities in 1989

The project, in its third year of operation, was able to provide training and orientation to 300 teachers, administrators and counsellors through two regional, seven national workshops, one national seminar, one national conference and two study visits. One of the seven national workshops which was organized at a special request of the Royal Government of Nepal developed national distance education policies and strategies for the country. Four publications together with two mimeographed reports were produced.

Details of activities carried out in 1989 are listed as follows.

Distance Education and Open University Structure

National Training Workshop on Organization and Management of Study Centres in Distance Education was organized by Ministry of Higher and Vocational Secondary Education and Vietnam National Institute of Distance Education, Hanoi, Viet Nam from 22 to 27 November 1989. This was a follow-up of the regional workshop held in Jakarta in 1988 on the same subject. The workshop was attended by 40 managers of study centres, deputies of governments of northern provinces and several high-ranking experts from the Ministry of Higher Education. The workshop discussed various aspects of study centres such as their role, administration, and possible relationship with formal education and with Vietnam National Institute of Distance Education. Other topics discussed covered their financial resources, and in particular the utilization of audio-visual facilities. Managers of distance education study centres decided that they should meet annually to exchange ideas and experience as well as discuss and settle common problems in distance education. The workshop produced a report which contained a set of recommendations and practical suggestions for improving the efficiency of the study centres.

National Training Workshop on Development of Science, Technology and Outreach Courses in Distance Education was held at Allama Iqbal Open University, Pakistan from 26 August to 2 September 1989. A total of 34 senior staff from AIOU, teachers and administrators from other institutions attended the workshop. The workshop discussed such themes as the process of development of science and technology courses in distance education, the media use, the development of teaching materials, innovations and problems and issues in the area and possible collaboration with other institutions and agencies. The workshop was a follow-up of regional workshop on the same subject held in Colombo from 19 to 23 September 1988 in co-operation with the University of Sri Lanka.

National Conference on the Development of Science, Technology and Outreach Courses by Distance Education was organized at the Central Radio and Television University, Beijing, China from 20 to 25 December 1989. The conference was attended by 45 course experts from Regional Television University System and key universities of the State. Like the one held in Pakistan, the conference was a follow-up of the regional workshop held in Sri Lanka from 19 to 23 September 1988. The Conference reviewed the current status of science, technology and outreach courses, and analysed factors affecting the development and improvement of such courses in China. The Conference made specific recommendations for promoting these courses in view of their growing need and formulated model for co-ordination and co-operation among the concerned universities and agencies in the country.

National Seminar on Distance Education was organized by the National Education Committee, Nepal from 26 to 28 September 1989. The seminar was attended by 32 policy makers from various national-level agencies responsible for national development of education in Nepal, field officers and authorities from media organizations and academic staff from prominent higher education and research institutions in Nepal. The Seminar assessed the need for distance education in Nepal and recommended strategies for its development. Conceptual, managerial, academic and financial aspects of distance education were the key issues discussed throughout the seminar. The seminar was the first of its kind in Nepal. One of the most salient issues was the exploration of possibilities to bring in the press and the public media to take part in the promotion of national education.

Academic and Applied Research Staff Development

Regional Workshop on Participation of Universities and Other Institutions of Higher Learning in Community Oriented Projects and Research was organized at PROAP, Thailand from 21 to 26 August 1989. The workshop was represented by eight participants from universities and the Ministry of Education from the following countries: Bangladesh, China, India, Indonesia, Pakistan, Papua New Guinea, Republic of Korea and Thailand including an

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observer from Thailand. The workshop was organized out of the recognition that higher education institutions with their expertise and resources have a unique potential to contribute to the development of the community around them. Participating institutions were able to exchange information and ideas on the different community projects undertaken by them, analysed key issues and explored ways to make such activities more effective and productive. The workshop prepared guidelines for two national workshops to be organized as follow-up activities of this regional workshop in 1990 and produced a report which was widely disseminated.

National Training Workshop on Academic Staff Development was held at the University Grants Commission, Dhaka from 20 to 30 November 1989. This was a follow-up of the Regional Seminar held in Kathmandu in 1988 on the same subject. The workshop was attended by 20 teachers from various universities and colleges in Bangladesh together with eight resource persons. Participants and resource persons were able to exchange knowledge and experience in various aspects of teaching in universities and colleges. Topics of discussion covered development trends in higher education in Bangladesh; relevance of teaching programmes to developmental needs of the nation and aspirations and needs of students; teaching techniques; preparation of assessment materials; and application of modern educational technology for teaching, research and evaluation. Other matters discussed included current programmes and problems of academic staff development in Bangladesh. The workshop finally developed action plans to enhance such programmes in universities and colleges in Bangladesh.

National Training Workshop on Organization and Management of Teaching-Learning Unit and Academic Staff Development was organized at Research Institute for Higher and Professional Education, Hanoi from 5 to 12 September 1989. This was a follow-up of a regional seminar held in Kathmandu in 1988 on the same subject. A total of 35 administrators attended the workshop. The workshop identified the strength and weaknesses of academic staff development programmes, and factors affecting the effective planning and administration of such programmes. The workshop recommended that courses on academic staff development should be included in higher education pedagogy and that a handbook on higher education pedagogy should be written. The Institute for Higher and Professional Education could take charge of academic staff development work for the whole country.

National Training Workshop on Evaluation in Higher Education was organized at University of Airlangga, Surabaya from 23 October to 1 November 1989. This was a follow-up of a regional seminar on organization and management of teaching/learning units in universities in Kathmandu. The workshop was attended by 25 participants from four government institutions in East Java: 19 from University of Airlangga, 2 from University of Jember, 2 from University of Brawijiva and 2 from Institute of Technology Sepuluh November Surabaya. Participants worked particularly in developing evaluation instruments and the techniques of data analysis. These covered teaching strategy and technique, content of teaching programme, administration system and evaluation of student performance As evaluation leads to the improvement of teaching, learning and administration in higher education institutions, the workshop suggested that a workshop of this kind be organized in the future for the benefit of other higher education institutions in Indonesia. In more specific detail, the workshop analysed issues and methodologies related to evaluation of teaching, course content, assessing faculty scholarly performance, evaluation of student performance, test and item in psychomotor and affective domain and evaluation of educational institutions. The workshop produced a comprehensive report which should be useful as a resource material for similar workshops to be organized in the future or to others interested in the subject.

Management of Resources

Regional Workshop on the Use of Computer in Higher Education Management organized at the University of New England, Armidale, Australia from 24 to 29 September 1989. The workshop was attended by seven participants from seven countries namely Australia, China, India, Indonesia, Philippines, Republic of Korea, and Thailand as well as two observers from Australia and one observer from Indonesia. The focus of the workshop was on the application of computer to the management of individual institutions. While computers are extensively used for efficient management of business organizations around the world many of the higher education institutions in this region have not yet realized the full potential of computerization. This workshop provided the participants with an opportunity to share their experience on various aspects of computer application. Case studies on a number of institutions were presented. It was reiterated that computer technology can contribute a lot to increased efficiency in administration, management, planning and decision-making in higher education institutions. Participants discussed such aspects as legitimacy of computer application, funding, operation and training of personnel concerned. Guidelines for two national workshops as follow-up activities of this workshop were also prepared. The workshop produced a report which apart from its general value would be used in the two national workshops on the same topic to be organized in 1990.

Participation of Women

National Workshop on Counselling on Special Needs of Women Students in Higher Education Institutions was organized at Tribhuvan University, Kathmandu, Nepal from 16 to 20 October 1989. A total of 24 staff involved in women's education took part in the training workshop. The workshop assessed the current status of women counselling in higher education, and problems experienced. The workshop felt that women counselling in higher education should be more extended to other campus and that the atmosphere of counselling should be more creative and appealing to all. The workshop produced a report that was shared by other campuses in the country.

National Training Workshop on Counselling on the Special Needs of Women Students in Higher Education was organized by the College of Education, University of the Philippines, Quezon City from 10 to 18 October 1989. A total of 25 counsellors/educators from private schools and state colleges and universities participated in the workshop. The workshop came up with an action plan for counselling of women students in such areas as personality development, career development, resource management, family related counselling, and counselling for working mothers. Three components of counselling were designed: providing information in the form of lecture series, personality testing, and counselling per se which includes group dynamics, individual and group counselling. The report generated by the workshop was shared by other institutions.

Study visits and attachment

Study Visit in Higher Education was organized in Indonesia and Thailand from 1 to 15 September 1989 for four senior administrators in higher education from four countries namely: Bangladesh, Nepal Pakistan and the Philippines. The participants were briefed on the various aspects of higher education of the host countries such as educational system; national policy on higher education; new developments in higher education; planning mechanism for the expansion of higher education; financing for higher education; role of private sector in higher education and international co-operation in higher education. Above all, the participants were able to exchange views and experience on higher education among themselves and with other academics of the host countries. They visited some key institutions and higher education offices in these countries to observe their operation.

Publications and reports

The following publications and reports were produced and distributed in 1989:

- Science, Technology and Outreach Courses by Distance Education: Report of the Workshop held in Colombo from 19 to 23 September 1988.
- Academic Staff Development Units in Universities: Report of the Regional Seminar on Organization and Management of Teaching-Learning Units in Universities held at Tribhuvan University, Nepal from 31 October to 4 November 1988
- Mobilization of Additional Funding for Higher Education: Report of the Seminar held in Bangkok from 22 to 27 August 1988
- Report of the Regional Workshop on the Use of Computers in the Management of Higher Education Institutions held at the University of New England, Australia from 24 to 29 September 1989. (mimeographed)
- Report of the Regional Workshop on Participation of Universities and Other Institutions of Higher Learning in Community-Oriented Projects and Research held in Thailand from 21 to 26 August 1989 (mimeographed)

4. ASIA-PACIFIC PROGRAMME OF EDUCATION FOR ALL (APPEAL)

Asia-Pacific Programme of Education for All (APPEAL) is a Regional Programme launched since February 1987 as authorized by twenty-third Session of Unesco General Conference World in 1985.

The aims of APPEAL are to (a) achieve universal primary education (b) eradicate illiteracy and (c) provide continuing education.

APPEAL is implemented through Unesco/PROAP in co-operation with National Co-ordination Committee in each participating Member State.

APPEAL is supported by Unesco regular programme as well as from extra-budgetary resources such as Unesco/Norway Funds in Trust and UNDP.

The detail of the extra-budgetary projects are given below.

4.1 EXPRESSION OF SKILLS-BASED LITERACY PROGRAMMES FOR WOMEN AND GIRLS UNDP - RAS/88/013

The project is designed to prepare a group of trained personnel in each country who could prepare needs-based curriculum as well as relevant learning materials and conduct training at the grassroots levels.

I. Implementation of activities in 1989

a) The project was signed in July 1989.

b) Extensive consultations with the participating Member States have been carried out to work out detailed and concrete project activities.

Requests have been made to the focal point institutions of participating countries to prepare a situational analysis of women's education in their respective countries.

c) A Regional Seminar for the Planning of Skills-based Literacy Programmes for Women and Girls is now scheduled to be held in China in July, 1990.

II. Programme support service

a) Collection of documents on women's and girls' education in various countries in the Region, notably in the participating Member States continues. Focus has been given to collecting materials on planning and programming for women's education.

b) Strong emphasis has been given to women's education in the *APPEAL Newsletter* . Conscious efforts have been made at bringing the readers' attention to the possibility of conducting successful women's programmes.

c) *Technical materials*

Efforts have been made to produce technical materials including:-

1. Simultaneous Learning for Women and Girls
2. Functional Literacy and Civic Education among Rural Women
3. Reading Materials to Promote Civic Awareness among Women with Limited Reading Skills, Australia
4. Reading Materials to Promote Civic Awareness among Women with Limited Reading Skills, Bangladesh
5. Reading Materials to Promote Civic Awareness among Women with Limited Reading Skills, India
6. Reading Materials to Promote Civic Awareness among Women with Limited Reading Skills, Indonesia

7. Reading Materials to Promote Civic Awareness among Women with Limited Reading Skills, Sri Lanka
8. Reading Materials to Promote Civic Awareness among Women with Limited Reading Skills, Viet Nam.

d) *Training materials*

In order to help train national personnel in reading materials development, a *Manual for Development of Reading Materials for Neo-literate Women* has been developed.

e) Report

The following reports of regional seminars were prepared:

- Report of the Regional Seminar, *Continuing Education* -- Meeting the Needs of Women.*
- Report of the Regional Seminar, Elimination of Sex-stereotypes in School Resources.*

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* These seminars with focus on women's education were supported by regular programme budget.

4.2 TRAINING OF LITERACY PERSONNEL UNDER ASIA-PACIFIC PROGRAMME OF EDUCATION FOR ALL [APPEAL] NOR-FIT 504-RAS-I0

After the implementation of "Asia-Pacific Programme of Education for All" [APPEAL], the Member States requested Unesco to assist them to train key literacy personnel to achieve the goals of APPEAL.

The Government of Norway very generous agreed to help Unesco/PROAP in implement the project "The Training of Literacy Personnel under APPEAL" (504-RAS-10) in 20 January 1989.

Objective of the Project

The objectives of the Project was to assist the Member States which still have serious problem of illiteracy in strengthening their national capability to develop training courses and training materials for literacy personnel including instructors, supervisors and administrators in order to enable them to develop literacy and post-literacy activities directed towards the improvement of quality of life and vocational skills of the people living in poverty situation in the rural and urban areas. Special emphasis would be given to women and defined disadvantaged population groups. The activity would be carried out through the mobilization of local leaders and government and non-governmental organizations at the national and local levels.

Under the Project following training materials were developed, printed and disseminated through the co-operation of literacy experts in the Member States.

Volume No.	Title and Scope	Levels
1	Principles of Curriculum Design for Literacy Training	All
2	Principles of Resource Design for Literacy Training	All
3	Manual for Senior Administrators of Literacy Training Programmes	A
4	Manual for Supervisors-Resource Development and Training Procedures	B
5	Exemplar Training Manual-Extra Money for the Family	C
6	Exemplar Training Manual-Our Forests	C
7	Exemplar Training Manual-Village Co-operative	C
8	Exemplar Training Manual-Health Services	C
9	Specifications for Additional Exemplar Training Manuals	C & B

10	Post-Literacy Activities and Continuing Education	A & B
11	Evaluating a Literacy Training Programme	A & B
12	Implementing a Literacy Training Programme	All

The Project "Training of Literacy Personnel under APPEAL" (504-RAS-10) has been implemented according to the Plan of Action. The activities organized by Unesco in co-operation with the Member States in 1989 were three Workshops, namely (1) Regional Planning Workshop, (2) the First Sub-Regional Workshop on Training of Literacy Personnel, and (3) Second Sub-Regional Workshop on Training of Literacy Personnel. Besides those, Unesco supported Member States in organizing/implementing national training activities as a follow-up of the Regional Workshops and adapting ATLP to suit their needs and situation.

1. Regional Committee of Training Network for APPEAL

The Regional Committee of Training Network for APPEAL met in Chiangmai, Thailand on 1-7 August, 1989. (Regional Planning Workshop.)

The objectives of the meeting were to improve the training activities utilizing ATLP as exemplar materials and to strengthen the Training Network for APPEAL at the regional and national levels through

1. Exchanging information and experiences on training of literacy and continuing education in the Member States;
2. Developing a plan for the training of personnel at the regional, sub-regional and national levels for instructors, supervisors and senior management personnel.

The meeting was attended by 20 key training experts from nineteen countries in Asia and the Pacific, i.e. Australia, Bangladesh, China, India, Indonesia, Lao PDR, Malaysia, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Sri Lanka, Thailand and Viet Nam. The participants were the heads and/or senior officers in the curriculum, training and research institutes for literacy and non-formal education and the senior members of the National Co-ordination Committees of APPEAL.

The meeting provided an opportunity for the training institutions to share experiences and it made number of suggestions to strengthen the Regional Training Network, i.e. to provide assistance to the national institutes and agencies for improving their capabilities to effectively assess training needs, upgrading organizational infrastructure, improving quality of methods and materials of training, and monitoring and evaluation of training activities.

The Training Network for APPEAL at national level were suggested to strengthen training activities for literacy and continuing education through the co-operation and integration of various agencies/institutions at national level such as Agriculture/Health Training Institutes, Rural Development Institutes, Universities, Teacher Training Institutes and workers/NGO training institutes. These instructural networks were suggested to be strengthened through provision of appropriate resources, establishing proper co-ordination, monitoring/assessing and evaluating the training network.

Since the Meeting was participated by the key personnel in the training of literacy personnel from the Member States, it helped to orient the national authorities about the project. The participants' suggestions to the organizations of the Sub-Regional Workshop helped to make the workshops relevant and practical to the national needs and programmes. Most importantly, the national authorities gave their commitment to organize national training activities as the follow-up of the Regional and Sub-Regional Training Programme extensively and systematically on a regular basis.

2. First Sub-Regional Workshop for Training of Literacy Personnel

The First Sub-Regional Workshop for Training of Literacy Personnel under the Project (504-RAS-10) was held in Chiangmai, Thailand from 8 to 22 August 1989.

Forty key trainers of literacy personnel from (14) countries in Asia and the Pacific i.e. Bangladesh, China, India, Indonesia, Lao PDR, Malaysia, Maldives, Myanmar, Nepal, Papua New Guinea, Philippines, Sri Lanka, Thailand and Viet Nam received training during the Workshop.

The Workshop was basically designed to train the literacy personnel from the countries in East and South East Asia and the Pacific. Therefore, a group of three participants from China, Indonesia, Lao PDR, Malaysia, Myanmar, Papua New Guinea, Philippines, Sri Lanka, Thailand and Viet Nam were invited to participate in the Workshop. However, one participant each from Afghanistan, Bangladesh, Bhutan, India, Iran, Maldives, Nepal and Pakistan were also invited. Afghanistan, Bhutan and Iran did not send any participants.

Some countries like Bangladesh and Nepal sent more participants financed by UNDP and UNICEF in their respective countries.

3. Second Sub-Regional Workshop for Training of Literacy Personnel

The Second Sub-Regional Workshop for Training of Literacy Personnel was held in New Delhi, India from 15 to 29 November 1989 in co-operation with the Government of India. There were thirty (30) participants from fourteen (14) Member States participated in the Workshop.

The Workshop was mainly designed to train the literacy personnel from the countries in South Asia. Thus, three participants from each country in this part of the Region were invited to participate in the Workshop. Number of participants attended were from Afghanistan (1), Bangladesh (3), Bhutan (2), India (4), Maldives (2), Nepal (7), Pakistan (2), Sri Lanka (1). The participants from East, South-East Asia and the Pacific countries were also invited i.e. China (2), Indonesia (1), Lao PDR (1), Malaysia (2), Papua New Guinea (1), Thailand (1). Among these participants, one from Bangladesh, four from Nepal and two from Pakistan were sponsored by UNICEF. A representative from NORAD also participated in the workshop at the invitation of Unesco.

NATIONAL FOLLOW-UP PROGRAMMES

As a follow-up of the Sub-Regional Workshops, following countries organized national follow-up training activities adopting ATLP:

Bangladesh

Bangladesh has used ATLP to implement a training programme of literacy personnel. The following training activities have been organized:

1. An NGO Workshop for Sharing of Experience in Literacy from 24 to 26 December 1987.
2. A National Training Workshop on ATLP from 6 to 8 March 1989.
3. One week training workshop for literacy personnel on ATLP organized from 24 to 28 June 1989.
4. Four week National Training Programme for Literacy Personnel organized from 28 July to 24 August 1989.

Those activities were supported by the host organization but training materials were provided from Unesco.

China

China has translated the ATLP materials volumes 1, 2, 5, 6 7 and 9 into their own language. In addition, China has organized a National Workshop for Training of Literacy Personnel under APPEAL on 1-5 August 1989 in Madanjiang city in which 35 persons participated.

Indonesia

Indonesia is undertaking an experimental project which aims to use APPEAL Training Materials for Literacy Personnel (ATLP) in Indonesia. The Third Sub-Regional Workshop which will be held in Indonesia in April, 1990 will use the experimental site as field work venue. The duration of the experimentation is from October 1989 to March 1990. The activities of the experimentation would be:

1. To translate ATLP Volume 1 to 12
2. To produce in limited quantity of four volumes of ATLP, i.e. 5, 6, 7, and 8
3. To experiment the Volumes 5-8
4. To organize a national workshop to review the materials, and
5. To reproduce and distribute ATLP Volumes 1-12

Lao PDR

Lao PDR organized a National Seminar on Development of Curriculum, Learning Materials and Teacher-Training Manuals utilizing ATLP as exemplar from 5 to 14 June, 1989. Unesco has provided consultancy service as requested.

Malaysia

Malaysia organized a Workshop on Adaptation of APPEAL Literacy Curriculum on 16-21 October 1989, with their own expense. However, Unesco provided consultancy service as requested costing US$1,689.

Nepal

Nepal will organize a National Workshop on Curriculum and Teacher Training Materials in March/April 1990 which the Unesco/PROAP provided financial assistance under the Project 504-RAS-10.

Philippines

The Philippines is organizing Seminar-Workshops for Literacy Personnel Adapting the ATLP from September to November 1990. The general objective of the Workshop and other activities would be to implement the ATLP for more effective literacy training programme operation in the Philippines.

Thailand

Thailand will implement two projects as follows:

1. *Local Curriculum Development in the Context of ATLP*

The Central Regional Non-formal Education Centre, Rachaburi Province is responsible for this Project.

a) To equip non-formal education personnel with relevant knowledge and skills on how to develop local curricula

b) To develop local core curricula of the central region of Thailand.

c) To develop local curricula for various localities in the central provinces.

2. *Development of Northern Thailand's Functional Literacy Programme*

The Northern Regional Non-Formal Education Centre, Lampang Province is in charge of this Project. The Project has two phases. The Phase I was undertaken in 1989, the Phase II will be implemented in 1990. The objectives of the project would be:

a) To revise the Northern Functional Literacy Programme to make it relevant to the needs, living conditions, ways of life and learning motivation of rural learners

b) To develop effective teaching-learning strategies which can enlarge numbers of learners

c) To train more personnel at all levels so that they can carry out tasks and responsibilities efficiently

d) To revise the curriculum so that it can provide a continuing activity for neo-literates who just pass the National Literacy Campaign in order to maintain and improve their literacy skills as well as to provide them with functional knowledge

e) To link the functional literacy programme with other literacy activities so as to achieve the 'goal' by the year 2000.

Viet Nam

Unesco/PROAP has provided support to Viet Nam to organize two National Workshops on Training of Literacy Workers based on ATLP one in Hanoi and another in Ho Chi Minh city in April/May 1990.

5. TRAINING PROGRAMME ON ENVIRONMENTAL EDUCATION FOR SCIENCE TEACHERS AND SUPERVISORS IN THE ASEAN REGION - UNDP (RAS/86/054)

The human intervention in the natural processes during the past few decades has created environmental problems of serious concern such as acid rain, depletion of ozone in the upper atmosphere, deforestation, soil erosion, dessertification, drought and floods and pollution.

Increased environment consciousness in the ASEAN region today brought about by the gradual but definite manifestations of man's destruction and disregard of his biological support systems and his environment in general has led to changes in the school curriculum with respect to the incorporation of environmental education. This has given rise to the problem of shortage of teachers and supervisors who are well trained particularly in the environmental dimension of science. Hence, the project for a regional training course and a series of follow-up national training workshops on in-service training programme for secondary science teachers and supervisors of the ASEAN Region was developed to equip them with essential skills and knowledge necessary for the competent supervision/teaching of the environmental dimension.

This project was originally proposed by ASEAN COST, designated proposal COST 33, for UNDP funding during the 4th cycle programme 1987-1991 and approved by the Meeting of Aid Coordinators in Bangkok in October 1986, ASEAN COST on 22-25 October 1986, and by the 20th ASEAN Standing Committee Meeting on 6-8 January 1987. The project document was further redesigned by Unesco and approved by Unesco, ASEAN and UNDP in August 1988. The actual implementation of the project started in October/November 1988.

The project was implemented by the Ministries of Education of ASEAN member countries, except Singapore, under the ASEAN COST and executed by the Unesco Principal Regional Office for Asia and the Pacific, Bangkok in association with the UNEP Regional Office, Bangkok. The principal Project Representative was the UNDP Resident Representative in Manila, Philippines.

The following were the development and immediate objectives of the project.

A. Development Objectives

The development objective of this project is to increase environmental awareness, attitudes, motivation, and commitment among teachers, students, and the general public in the ASEAN countries, so as to stimulate appropriate action to avoid and to alleviate environmental problems related to socio-economic development.

B. Immediate Objectives

The immediate objective of the project is to inculcate among teacher educators, secondary school science teachers and supervisors the following dimensions of environmental education:

i) an increased awareness, and sensitivity to the environment and its associated problems.

ii) an understanding of the fundamental environmental concepts and their science content and vice versa;

iii) competence in the supervision/teaching of the environmental dimension of science in the secondary schools;

iv) skills in the development of lesson plans and the preparation of teaching aids on environmentally oriented science in secondary schools;

v) skills in the use of alternative strategies for planning and development of curricula in environmental education.

These objectives were planned to be achieved through:

i) a three-week regional training course for science teachers, supervisors and curriculum developers from the six ASEAN countries;

ii) follow-up national training workshop of one to two weeks duration to be organized in each country

iii) development of a set of training materials, lesson plans and prototype curriculum in EE at the secondary level.

The following four activities were organized during 1989:

i) study of the status of environmental education in ASEAN countries,

ii) organization of Planning Meeting and;

iii) organization of Regional Training Course for Science Teachers and Supervisors in the ASEAN Region.

a) Study of the Status of environmental education in ASEAN countries

In order to assess the status of environmental education in the six ASEAN countries, UNESCO PROAP entered into a contract with Prof. Mohamad Soerjani, Director, Centre for Research of Human Resources and the Environment, University of Indonesia from November 1, 1988 to January 31, 1989. Prof. Soerjani visited the 6 ASEAN countries viz. Brunei Darussalam, Indonesia, Malaysia, Philippines, Singapore and Thailand during November/December 1988 and submitted his report in February 1989. The report of the consultant was presented at the Planning Meeting which was held at the Institute of Science and Mathematics Development (ISMED), University of the Philippines from 22-24 February 1989 which provided the basis for preparing the substantive and organizational strategies for the regional training course in environmental education.

b) Planning Meeting

The Planning Meeting of 6 ASEAN countries was held at ISMED, University of the Philippines from 22 to 24 February 1989. The meeting was attended by 18 participants from 6

ASEAN member countries and representatives of the ASEAN Secretariat, Jakarta, Unesco Regional Office, Bangkok, UNEP Regional Office, Bangkok and UNDP Manila. Out of the 14 participants from 6 ASEAN countries, 9 were women. Brunei sent four participants, three of whom were sponsored by the Government.

In this meeting the representatives of the ASEAN countries presented their country reports and finalized the content outline and schedule of the Regional Training Course.

c) Regional Training Course

The Regional Training Course for Science Teachers and Supervisors in the ASEAN Region was organized at ISMED, University of the Philippines from 24 July to 11 August 1989. The Course was attended by 22 participants four each from Brunei, Indonesia, Malaysia, Philippines and Thailand and two participants from Singapore. Out of the 22 participants 12 were women.

In order to achieve the objectives of the course, the organizational strategies called for both expository and participatory sessions. The presentation of country reports from the six countries indicated a vast array of environmental problems and issues, some common, others unique to the various ASEAN countries. Additional information on the status of EE in the participating countries were presented in separate short sessions.

The participants were exposed to a variety of activities including lecture-discussions, field and laboratory work, demonstrations teaching, development of exemplar curricular materials and teaching aids and case-study analyses.

Lecturers from the Philippines, Unesco and UNEP, gave insights into the various dimensions concerning the environment. Discussion among participants and resource persons, followed by practicum contributed greatly towards the preparation of the outputs such as the framework of EE at secondary schools, exemplar curriculum materials, lesson plans and teaching aids, as well as the national programmes on EE for each of the participating countries.

Laboratory activities and demonstrations participated in by secondary students were conducted at ISMED, University of the Philippines (UP-ISMED) in Diliman, Quezon City. Industrial visits and trips to areas with environmental problems are being addressed.

Demonstration lessons conducted with peer groups and with secondary students were invaluable in the preparation of instructional materials and lesson plans.

The participants were given a set of materials including a set of modules prepared by Unesco. The list of materials used in the training course is included in the report of the training course.

Training Programme on Environmental Education for Science Teachers and Supervisors in the ASEAN Region (UNDP) RAS/86/054

Activity	Member State Participation
Planning Meeting 3 days 22-24 February 1989	Brunei (4) Indonesia (2) Malaysia (1) Philippines (5) Singapore (1) Thailand (1) Male (5) Female (9)
Regional Training Course 24 July-ll August 1989	Brunei (4) Indonesia (4) Malaysia (4) Philippines (4) Singapore (2) Thailand (4) Male (10) Female (12)

6. REGIONAL PROGRAMME FOR POPULATION EDUCATION UNFPA (RAS/86/P13)

The Regional Sectoral Programme in Population Education covering the period of 1988-1990 was conceived during the Unesco Regional Consultative Seminar held at PROAP, Bangkok in 1986. On 31 December 1989, the programme completed its second year. The Regional Programme aims at developing better understanding about the inter-relationships of population dynamics vis-a-vis development efforts and the quest for better quality of life. The programme is manned by the Regional Advisory Team on Population Education which assist Member States in a variety of ways that could broadly be placed in five major clusters, namely: (i) provision of technical assistance through various forms of advisory missions, (ii) development of national capabilities, (iii) organization of seminars and workshops designed to solve crucial problems faced by country projects, (iv) developing prototype curricular materials, and (v) facilitating the flow of materials and information in population education. The specific achievements of the programme under these clusters during 1989 are briefly discussed below:

1. Advisory Services

During the reporting period, the Advisory Team undertook a total of 32 missions (44 man-weeks) to Bangladesh, Cameroon, China, India, Indonesia, Malaysia, Maldives, Nepal, Pakistan, Philippines, Socialist Republic of Viet Nam, Sri Lanka and Thailand. In addition, the Advisory Team took part in some of the inter-regional meetings organized in Paris for designing new strategies to support country programmes in population education and related fields.

The nature of these advisory missions varied from country to country. However, most of the missions were aimed at assisting Member States in (i) awareness and orientation programmes, (ii) UNFPA and Government sponsored needs assessment missions, (iii) project planning and formulation, (iv) workshops and seminars, (v) national training programme, (vi) project monitoring and reviews, (vii) evaluation, and (viii) population education documentation.

2. Mobilization of National Capacities for Inter-Country Co-operation

One of the major thrusts of the Regional Sectoral Programme on Population Education is the development of national capabilities for planning and implementing population education programmes. The Regional Team accomplishes this through organization of regional workshops, conduct of national training programmes and mobilization of advanced programmes to help less experienced and new programmes in population and family life education by means of fellowships, attachments and study tours, and materials and information support of national programme activities. The achievement in this regards during 1989 are as follows:

POPULATION EDUCATION ON-GOING FELLOWSHIPS

Country/ Project	Type of Fellowship	Host Country	Date/Duration	No./Names of participants	Action Taken
NEPAL NEP/83/P12 153.414.9	Three-weeks training course on Family Life LIfe & Sex Educ.	Philippines	9/5-16/6/89	2 Mr. S. P. Joshi Mr. R. C. Silwal	
VIETNAM (VIE/88/P09) 816.825.9	-do-	Philippines	9/5-16/6/89	4 Mrs. Dang Xuan Hoai Ms. Ngo Dang Minh Hang Mr. Nguyen Van Tho Mr. Phi Van Gang	
VIETNAM (VIE/88/P10) 816.840.9 US$16,670	Study Visit	Thailand Philippines	23-31/8/89 31/8-6/9/89	6 Prof. Tran Ba Hoanh Prof. Dinh Gia Phong Miss Do Thi Binh Mrs. Tran Thi Lang Mr. Khong Thanh Tong Mr. Nguyen Nghia Dan	
UGANDA UGA/88/P06 ED153.528.9	Study Visit	Thailand Philippines Thailand	24-30/8/89 31/8-6/9/89 7-14/9/89	1 Mr. Henry Lubwama *	
VIETNAM (VIE/88/P10) 817.407.9 817.408.9	Long-term fellowship	Philippines	7/11/89 (for 18 months)	2 Mr. Le Dinh Tuan Mr. Le Van Thong	
INDIA IND/86/P30 US$ 26,200 3AE-000-IND86F30-3401	Study Visit	China Indonesia PROAP, Bangkok	12-21/11/89 22-28/11/89 29/11/89	7 Mrs. Raksha Sharma Mrs. Manjit Paintal Mrs. Ila Naik Mrs. Sharda Devi Mrs. Asha Rajput Mrs. S. K. Dash Mr. Prem Chand	
CHINA CPR/85/P38 US$25,000 817.414.9	Study Visit	Pakistan Thailand PROAP, Bangkok	11-18/12/89 19-26/12/89 27-28/12/1989	9 Mr. Zhang Taijin Mr. Xie Ronggui Mr. Xie Chengong Mr. Yu Lansheng Ms. Guo Dihui	

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* joined the Vietnamese group

VIETNAM VIE/88/P08 US$19,250 817.409.9 US$4,000 (contract) 817.416.9	Attachment Programme	M. S. University of Baroda, India	11/12/89-5/1/90	5	Dr. Nguyen Vo Ky Anh Mrs. Tran Thi Kim Buyan Mr. Le Van Anh Mrs. Luong Thi Bach Kim Mrs. Trinh Yen Khanh
VIETNAM VIE/84/P06 Obl. 817.417.9 US$7,820 Obl. 143.167.7 US$2,966	Attachment Programme	NCERT, New Delhi	11-30/12/89 4/1/90	3	Prof. Do Binh Tri Prof. Nguyen Quang Vinh Mr. Tran Quoc Chan

3. Assisting Country Programmes with Crucial Population Problem Areas

Population education started with very simple demographic variables and has entered into culturally sensitive areas such as sex education and adolescent fertility. During this content transformation stage, countries faced many problems especially in the development of acceptable curricula and teaching-learning materials. To help overcome some of these and other problems related to population education materials development especially for primary school children and illiterates or semi-literate target audiences, a Regional Workshop was organized in collaboration with Ministry of Education and Culture, Indonesia with the aims to demonstrate systematic process of integration of population and family life education concepts in Asia-Pacific Programme of Education for All (APPEAL) and to develop prototype curricula and teaching-learning materials for use in the primary, literacy and continuing education programmes. A Technical Working Group Meeting was organized to prepare the main working paper highlighting the population education needs and requirements for primary schools children and literacy programme participants. The workshop was attended by 14 participants and 9 observers from 10 countries in the region. The participants were divided into two main working groups and were assigned to develop materials for use in primary schools, literacy and continuing education programmes. Five resource persons were selected to assist the participants. The activities concentrated on sharing of experiences, assessment of real needs, problems and population education learning requirements of the target audiences and the development of prototype materials. Appropriate guidelines and a systematic materials development process were followed during the workshop. Based upon the review of working paper prepared by the Technical Working Group, existing textual and teaching-learning materials, reference documents and discussions with the teachers, field workers and community leaders, the workshop participants developed core population education curricula covering messages, sub-messages, concepts and contents for integration in APPEAL. Some parts of the curricula were selected for preparing teaching-learning materials. A set of textual materials covering 11 topics was developed for use in primary schools whereas 9 sets of booklets, flipcharts, posters and card games were prepared for the target audiences of literacy and continuing education programmes.

The translation work entered the second phase where the population education materials recommended by countries for translation into English were screened and selected by both the Population Education Advisory Team of UNESCO and the national population education project directors. Out of all the identified population education materials, the following were rated as the top 10 most useful innovative and relevant materials and selected for translation:

1. Book 1: The Small, Prosperous and Happy Family Norm (Indonesia)
2. Book 2: Delayed Marriage (Indonesia)
3. Book 3: Healthy Reproduction (Indonesia)
4. Book 4: Responsible Parenthood (Indonesia)
5. Video Tape on Being a Happy Teenager (Thailand)
6. Video Tape on Quality of Life (Thailand)
7. Population Studies Media Kit (Thailand)
    a) Poster
    b) Two supplementary readers on the promotion of quality of rural life: Book I (Transmigration) and Book II (Our Home).
8. Flip Chart on Population Education (Thailand)
9. The Path: A Supplementary Reader in Population Education for Communication Arts and Teacher's Guides for the Path (Philippines)
10. Naya Goreto Step V (Book 1: Follow-up Material for Neo Literate) (Nepal)

The concerned national population education project directors had been requested to identify qualified national translators so that the Regional Team could engage them for translation. The PROAP is now awaiting for the responses of the selected national population education project directors.

The chosen top ten are to be translated into English. The translation will be undertaken at the country level and monitored by the national population education project director. The translated materials will then be printed and distributed by the Unesco Population Education Programme Service. The translation programmes is being undertaken on a more massive scale to facilitate the flow, exchange and use of information and materials produced by the national population education programmes.

4. Facilitating the Flow of Materials

The Regional Advisory Team facilitates the flow of population education and materials and information among countries of the region and within countries through its enquiry service, current awareness, SDI service and repackaging of information into newsletters, abstract-bibliographies, booklets, manuals and through its training programme. A total of 40 librarians/documentalists from China were trained through national training programmes in population education documentation during the reporting period.

The Population Education Clearing House received 518 letters during the reporting period, 386 of which were requests for information/publications and the rest were correspondences, feedback and acknowledgement letters.

A total of 16,570 copies of publications were distributed to 2,953 addresses during the reporting period in response to requests and for selective dissemination of information. The breakdown is given below:

i) Bulk mailing		
a) Population education accession list (July-December 1988)	1,100	copies
b) Sex education (trial edition), package 2	100	copies
c) Population Education in Asia and the Pacific Newsletter and Forum No. 29	2,903	copies
d) Population education accession list (July-December 1989)	1,100	copies
e) Family Life and Sex Education, Abstract Bibliography Series 9	1,600	copies
f) Population Education in Asia and the Pacific Newsletter and Forum No. 30	2,903	copies
g) Inquiry approach: Teaching methodology for population education (multi-media kit)	27	copies
ii) Individual requests	3,549	
iii) Selective dissemination of information (SDI)	2,953	
iv) In support of meetings/missions	335	
Total	16,570	

A very important concern in this regard is to ensure that the materials sent to the countries are relevant to their needs. This is done by sending materials that are requested. In addition, at the start of 1989, the Regional Advisory Team examined the project activities envisioned in the annual work plans of country projects in population education. The Regional Advisory Team then sent materials deemed necessary for such project activity. During the period under review, the Team has sent a total of 222 packages consisting of 2,953 documents to 12 countries in the region.

5. Collaboration with Other International Agencies

The Regional Advisory Team continued to collaborate with ESCAP, WHO, ILO, FAO, UNFPA, UNEP, ASEAN, Population and Community Development Association of Thailand and Asian Institute of Technology in undertaking variety of activities related to population problems and issues.

6 Technical Backstopping of Country Programmes

Based on the needs assessment and planning exercises undertaken by UNFPA and the Governments from time to time, the Regional Advisory Team continues to assist Member States in developing new projects and provide technical backstopping assistance to ongoing projects to ensure smooth implementation. By the end of December 1989, following were the ongoing and new projects in 12 countries in Asia and 10 countries in the Pacific:

Country Operational Projects	**Budget** US$	**Project Status**
Projects in Asia		
BANGLADESH		
(BGD/88/P01) Integration of Population Education in Literacy Programmes (1990-1991)	24,670	Pipeline
(BGD/88/P10) Integration of Population Education in Literacy Programme of Non-Governmental Organization (1990-1991)	66,373	Pipeline
(BGD/90/P) Population Education in Formal School System (1990-1995)	2,545,804	Pipeline
BHUTAN		
(BHU/89/P) Population Education in Formal Education	200,000	Pipeline
CHINA		
(CPR/85/P38) Population Education in Secondary School (1/1/1985-31/12/1989)	950,250	Ongoing
(CPR/85/P42) Population Education Through Peasant Schools (1/1/1985-31/12/1989)	218,000	Ongoing
(CPR/90/P19) Population Education in Middle Schools (1/1/1990-31/12/1994)	2,021,730	Pipeline
(CPR/90/P20) Population Education in Peasant Schools (1/1/1990-31/12/1994)	1,012,690	Pipeline

Country Operational Projects	Budget US$	Project Status
(CPR/90/P21) Population Education for Ethnic Minorities (1/1/1990-31/12/1995)	500,000	Pipeline
INDIA		
(IND/86/P01) Population Education Programme (School Education and Non-Formal Education System) (1/1/1985-31/12/1990)	3,949,302	Ongoing
(IND/86/P30) Population Education in Adult Education Programmes (1/1/1986-31/12/1990)	4,366,035	Ongoing
(IND/86/P35) Population Education Programme (The Higher Education System) (1/1/1986-31/12/1990)	949,636	Ongoing
INDONESIA		
(INS/86/P07) Population and Family Planning Education Through Private Education Institutions (1/1/1986-31/12/1990)	878,500	Ongoing
(INS/91/P07) Youth Participation in Population/Family Planning Education Movement (1/1/1991-31/12/1994)	1,069,694	Pipeline
MALDIVES		
(MDV/89/P03) Population Education in Formal and Non-Formal Education (1/1/1990-31/12/1994)	242,637	Ongoing
(MDV/84/P01) Population Education in Formal and Non-Formal Education (1/1/1984-31/12/1989)	110,800	Ongoing
NEPAL		
(NEP/88/P04) Population Education in Formal and Non-Formal Education (1/1/1989-31/12/1991)	247,450	Ongoing
(NEP/80/P08) Population Education in the Formal Education System (1/1/1980-30/6/1989)	265,270	Ongoing

Country Operational Projects	**Budget** US$	**Project Status**
(NEP/83/P12) Population Education in the Non-Formal Education System (1/1/1983-30/6/1989)	104,350	Ongoing
MALAYSIA		
(MAL/78/P03) Family Life Education Through Family Development Programme (1/1/1980-31/12/1989)	596,927	Ongoing
PAKISTAN		
(PAK/88/P03) Population Education Through Non-Formal Education System (1/1/1990-31/12/1993)	371,967	Pipeline
PHILIPPINES		
(PHI/89/P03) Population Education for Special Interest Groups Ongoing/ (1/1/1989-31/12/1993)	1,667,331	Pipeline
THAILAND		
(THA/87/P01) Population Education Programme in the Formal and Non-Formal Education (1/7/1990-31/12/1993)	401,860	Pipeline
VIET NAM		
(VIE/86/P06) Population Education in the Formal and Complementary Education System (1/1/1984-30/6/1989)	580,900	Ongoing
(VIE/88/P09) Family Life and Sex Education (1/1/1988-31/12/1991)	300,000	Ongoing
(VIE/88/P08) Population Education Through Parent Education (1/6/1988-31/12/1991)	200,000	Ongoing
(VIE/88/P10) Population Education Programme in Formal and Non-Formal Education (1/1/1988-31/12/1991)	688,855	Ongoing

Country Operational Projects	**Budget US$**	**Project Status**
Projects in the Pacific		
COOK ISLAND (CKI/84/P01) Population Education in the School System (1/1/1984-31/12/1989)	56,042.99	Completed
FEDERATED STATES OF MICRONESIA (TTP/84/P07) Population Education and Awareness in the Federated States of Micronesia (1/1/1985-31/12/1989)	79,804	Completed
FIJI (FIJ/82/P01) Family Life Education (1/1/1985-31/12/1989)	104,751	Completed
KIRIBATI (KIR/85/P01) In-School Population Education (1/1/1985-31/12/1990)	70,709	Ongoing
MARSHALL ISLANDS (TTP/80/P04) Population Education in the Marshall Islands (1/6/1988-31/12/1991)	113,260	Ongoing
PALAU (TTP/85/P02) Population Education and Development in Palau (1/4/1987-31/12/1989)	42,059	Completed
SOLOMON ISLANDS (SOI/88/P02) Population Education and Awareness (1/1/1988-31/12/1991)	71,391	Ongoing
TONGA (TON/85/P01) Population Education Awareness (1/1/1985-31/12/1989)	86,610	Completed
WESTERN SAMOA (SAM/85/P02) School Population Education in Western Samoa (1/1/1985-31/12/1989)	123,900	Completed

Country Operational Projects	Budget US$	Project Status
VANUATU		
(VAN/85/P01) Integration of Population Education into the Formal and Non-Formal Education Programme (1/1/1986-31/12/1989)	94,559	Completed

7. DEVELOPMENT OF EDUCATIONAL FACILITIES IN ASIA AND THE PACIFIC - AGFUND (522-RAS-10)

Note: The report below covers the period November 1988 through October 1989 in conformity with the reporting cycle of this project.

The project Development of Educational Facilities in Asia and the Pacific (DEFAP) has been funded through the generous assistance of AGFUND. The project aims to encourage experimentation at national level through the sponsorship of experimental prototypes of buildings, furniture or other activities directly relevant to improving the quality or efficiency of physical facilities for education. By the end of 1989 nineteen countries had indicated their interest to participate in this project which covers four areas of activity: prototypes, national training, regional training, management and information.

The project is administered by the Educational Facilities Development Service of PROAP which consists of one principal architect, associate experts in architecture and engineering, an architectual research assistant and a secretary. As this team has been created to carry out Unesco's Regular Programme functions it is sometimes been necessary to mobilize outside consultants to support various activities.

a) Prototypes

The Australian prototype project was completed and PROAP was provided with 360 diskettes and 10 video tapes of the computer programme developed under that project. This programme was designed to help Australian to improve its financial management and cash flows of capital investments. The product is a sophisticated software package that has been prepared to the highest international standards.

The contract for development of the aqua privy in Bhutan was signed. This project aims to develop sanitary facilities that are easily maintained and remain uncontaminated in spite of intensive use.

An interim report on the first phase of work on a Learning Research Centre was received from the Republic of Korea. The architects brief being now largely complete, the next phase of work will concentrate on design development.

A wooden desk has been developed for Maldives that incorporates book storage in a unique way. The prototype has been tested at the laboratory in the Department of Industrial Promotion of Thailand. The first design failed but the second has met the basic requirements. Made of wood to resist damage from the humid air, the prototype is made very attractive and functional by the polyethylene finish and a plastic top.

The primary school design for Nepal has been completed and a site selected for construction.

Malaysia submitted a proposal "Educational Building Project: Structural design of primary schools in high rise flats in Malaysia". The proposal deals with a fresh and challenging problem of integrating schools for small children into the built-up urban areas. Comments were made on how to improve the proposal.

b) Regional Training

During this period no regional training has been undertaken. However, plans have proceeded for an itinerant workshop on small secondary school design.

c) National Training

A study visit was organized for the Director of the Facilities Department, Ministry of Education, Bangladesh, to make contacts with the educational buildings units in Indonesia and Thailand. A training programme for two engineers in the same department in the development of low cost construction technology applicable to educational buildings was completed at Central Building Research Institute, Roorkee. On their return, these officials are expected to organize a national training workshop, planned for January 1990.

The Department of Education, Ministry of Education, Bhutan, submitted two proposals for financial support under this project. The training for development of an aqua-privy toilet prototype will take place in Thailand while the training of an engineer of the School Planning and Building Cell will involve a study tour to several countries and preparation of recommendations to the Director Education.

In China, the maintenance workshop held in June and July was carried out very successfully. As the work was proceeding the need for the follow-up was identified.

Nepal held a national course on repair, maintenance and construction of primary schools from 12 to 23 November.

Philippines held a national training course workshop on the maintenance of school facilities from 21-31 May 1989. A draft report, "Handbook on the maintenance of school facilities" was produced for the use of administrators. It identifies the line of responsibilities and provides information on when, where and how to maintain buildings.

d) Information

Inquiry forms have been sent to all Asian and the Pacific National Commissions to identify Educational Building organizations.

One reprint publication was issued.

Part Three

NATIONAL OPERATIONAL PROJECTS

1989

LIST OF NATIONAL PROJECTS SUPPORTED BY UNESCO IN ASSOCIATION WITH EXTERNAL SOURCES OF FUNDING

National Projects - Education

AFGHANISTAN

Project No. & Title:	AFG/86/019 - English Language Training Programme (3rd phase)
Duration:	1988-1991
Funding Source:	UNDP - US$ 1,994,849
Description:	Continuation of the programme activities in the English Language Training Centre. Outputs: 1) Continued operation of the English Language Centre. 2) Core of nine teachers with upgraded skills for further training in English Language. 3) Continued functioning of the Library Resource Centre. 4) 600 Afghans nationals trained in English Language. 5) Continued production of teaching materials/programmes.

BANGLADESH

Project No. & Title:	BGD/L2/048 - Strengthening of thePlanning Cell of the Ministry of Education
Duration:	1984-1988
Funding Source:	UNDP - US$ 472,970
Description:	1) To enable the Planning Cell of the Ministry of Education to implement more effectively major decisions and policies of the MinEd 2) To develop a strategy for conducting a major study on management information requirements and development of a long-term system for the MinEd, including the possibility of computerization 3) To provide general advisory support to the Ministry and senior officials of the MinEd including recommendations on organization of the Planning Cell so that in future it is better equipped to (i) formulate, monitor and evaluate plans and projects, and (ii) provide advisory support on policy formulation to the MinEd and policy-making bodies in the Government 4) To improve the capacity of officials of the Planning Cell

of the MinEd and related implementing and monitoring agencies in planning, programming, processing and monitoring of development projects

Project No. & Title: BGD/84/001 - Strengthening of Technical Education

Duration: 1985-1990

Funding Source: UNDP - US$ 5,989,917

Description:

1) To revise and up-date existing curricula and develop and implement an industrial attachment programme for students of four engineering colleges and 17 polytechnics.
2) To modernize engineering colleges and polytechnics by provision of additional equipment and materials as required for curriculum reform.
3) To organize and implement a staff development scheme through local, regional and international training.
4) To strengthen the management capacity of the directorate of technical education, with emphasis on the inspection wing, to support: - curriculum implementation; - improved teaching methods; - repair and maintenance of equipment; - experience in industry.
5) To strengthen the management of engineering colleges and polytechnics by developing new procedures and institutional arrangements.
6) To support examination reform in engineering colleges and polytechnics through the appropriate bodies.

Project No. & Title: BGD/85/018 - Amendment to Universal Primary Education

Duration: 1988-1990

Funding Source: UNDP - US$ 2,033,307

Description: Curriculum, teacher development, statistics and research methods, school mapping.

Project No. & Title: BGD/L7/019 - Mass Education through Small Local Organizations (METSLO): Pilot Project

Duration: 1988-1989

Funding Source: UNDP - US$ 435,940

Description: To assist Government's Third Five Year Plan's sectoral objective of achievement of functional literacy, with numeracy, by adults and children over 10 years deprived of adequate schooling, as well as maintaining and improving achieved levels of functional literacy, once it is attained.
To assess the feasibility of the mass education programme through small local organizations, by implementing a pilot project programme in the region of Jessore-Khulna, and North Dhaka and other selected areas.
To develop, through a steering committee,a mechanism for joint Government-NGO-donor collaboration in literacy.

Project No. & Title: 505/BGD/10 - Mohila (Women) Polytechnic Institute

Duration: 1984-1988

Funding Source: Saudi Arabia FIT - US$ 1,666,167

Description: 1) To train young women as technicians for electronics industry and architecture;
2) To establish physical facilities of the only polytechnic for women; to develop its academic programme and to equip the workshops in architecture and electronics.

Project No. & Title: BGD/88/P01 - Integration of Population Education into Literacy Programme (Pre-Project Activities)

Duration: July 1988-December 1990

Funding Source: UNFPA - US$ 51,200

Description: Contribute to the realization of the population policy and demographic targets of the country and enhancement of the people's quality of life through integration of population education messages in literacy and non-formal education. Develop and try sets of integrated curricula and teaching/learning materials, train personnel and undertake evaluation study.

BHUTAN

Project No. & Title: BHU/84/013 - Sherubtse Degree College Kanglung

Duration: 1985-1991

Funding Source: UNDP - US$ 198,340

Description: To draw up campus master plan for physical development of college.

Project No. & Title: 504/BHU/10 - National Institute of Education, Samchi

Duration: 1984-1988

Funding Source: Norwegian FIT - US$ 1,049,380

Description:

1. Construction of main building, library, administration offices and toilet block, and provision of furniture and equipment.
2. Construction of an auditorium-cum-sports hall with place for stage activities, film projection and badmington court.
3. Construction and some renovation of staff housing units of class II.
4. Construction of service buildings such as garages and caretaker's cabin.
5. Construction of a 60-bed additional girls' hostel including laundry, warden's quarters and toilets.
6. Development of the site with roads and footpaths, playfields, landscaping and drainage.

Project No. & Title: 522/BHU/10 - National Institute of Education

Duration: 1984-1991

Funding Source: AGFUND FIT - US$ 462,963

Description:

1. Construction of additional accommodation for 64 students at the boys' hostel (total accommodation 128 students), plus a common room and dining hall.
2. Construction and some renovation of staff housing units of Class I, II and IV and conversion of four Class IV units into 20-bed hostel.
3. Furniture and equipment for all buildings except Class IV housing.

COOK ISLANDS

Project No. & Title: CKI/84/P01 - Population Education in the School System

Duration: 1984-May 1989

Funding Source: UNFPA - US$ 51,704

Description: To introduce population education in the school curriculum particularly social sciences (forms 1 to 5), and in teacher education

CHINA

Project No. & Title: CPR/88/031 - Establishment of the Southwest China Secondary School English Teacher Training Centre

Duration: 1989-1992

Funding Source: UNDP - US$ 1,517,950

Description: 1) To establish an English Language Teacher Training Centre
2) 30 Lecturers to be trained abroad in TEFL
3) Development of curriculum and syllabi and instructinal materials for four programmes i) one-year programme for secondary school English teachers with no major in English; ii) two-year programme for secondary and vocational school English language teachers; iii) six-month programme for secondary school teachers majored in English; iv) six-month programme for English language teachers and TEFL/EFL lecturers. Total 330 graduates from four programmes in the first year, then 370 onwards. Nine promising graduates to be further trained overseas (9 months)

Project No. & Title: CPR/85/P38 - Population Education in Secondary Schools (Phase II)

Duration: 1985-1990

Funding Source: UNFPA - US$ 950,250

Description: i) To contribute to the realization of the country's policy and to help in the attainment of four modernizations that is industry, agriculture, national defence, science and technology; and ii) the institutionalization of population education in middle schools and pedagogical institutes.

Project No. & Title: CPR/85/P42 - Population Education through Peasant Schools

Duration: 1985-1989

Funding Source: UNFPA - US$ 222,526

Description:	To develop trained expertise in various aspects of population education. A core of eight key educators are to be trained through relevant attachment programmes in another country within the region. Another 20 teachers from five agricultural vocational schools are also to be trained in population education who in turn are to train 1,000 cadres and teachers in other schools in the province. To ensure comprehensive integration of population contents in relevant subjects in peasant schools, it is to develop a population education integrated curricula and to further ensure effective teaching of population education, instructional materials will be developed. The training programmes in population education will result in a training package for teachers of population education.

Project No. & Title:	533/CPR/10 - Adult Education in People's Republic of China (Sichuan Province)
Duration:	1988
Funding Source:	CCFD - US$ 150,400
Description:	a) To provide a permanent base for training instructors in rural adult education; b) To guide course design and curriculum development; c) To carry out applied research in order to solve particular problems arising from rural adult education schools; d) To prepare teaching and reading materials for rural adult education schools; e) To provide constant advisory services by competent staff in respect of pedagogical and administrative matters.

KOREA, DEMOCRATIC PEOPLE'S REPUBLIC OF

Project No. & Title:	DRK/81/001 - Strengthening of Language Training at the Pyongyang University for Foreign Studies (PUFS)
Duration:	1984-87
Funding Source:	UNDP - US$ 1,397,858
Description:	a) To increase the working efficiency of various Government organizations by improving language training facilities for translators, interpreters and teachers b) To introduce modern methods of training Korean teachers of English and French as second languages at PUFS, including intensive language training c) To develop appropriate syllabi and teaching materials for

instruction of English and French as second languages at all levels
d) To develop the methods and facilities for training interpreters and translators at college/university levels
e) To provide intensive training facilities at and with the co-operation of PUFS for Government counterparts on UNDP projects

Project No. & Title: 533/DRK/10 - Adult Education for Farmers

Duration: 1987

Funding Source: CCFD - US$ 235,850

Description: Promotion of adult education among farmers with the help of the Agricultural University in the region through provision of various types of adult training to more than 5,000 farmers in seven co-operative farms; production of various teaching/reading materials for farmers; and establishment of intermediate education courses for farmers.

INDIA

Project No. & Title: IND/85/047 - Curriculum Development for Technician Education (Phase II)

Duration: 1985-1988

Funding Source: UNDP - US$ 1,365,133

Description: To provide support to the polytechnic/technician education system in the country mainly through establishing capabilities for development, production and dissemination of instructional materials and information resources at the four technical teacher's training institutes at Chandigarh, Calcutta, Madras and Bhopal.

Project No. & Title: IND/83/016 - Establishment of a Central Institute of Educational Technology (INSAT for Education)

Duration: 1984-1988

Funding Source: UNDP - US$ 2,267,140

Description: To develop 1) production and evaluation of programmes of national importance and prototypes for regional application; 2) training of production, technical and evaluation staff of

other institutions involved in the INSAT programme;
3) overall monitoring and impact studies as well as research;
4) serve as an information clearing house on educational information and communication technology including software cataloguing and reports relevant to INSAT for education. Also advise on the establishment of state Institutes of Educational Technology and other institutions involved in the education programmes through the satellite. Production and evaluation of radio and ETV programmes for broadcasting via satellite (INSAT) and/or terrestrial network; radio/ETV programme models and modules for adaptation by the state/regional units; preparation of model support materials for TV and radio programmes; production of materials-kits for field- training; training (both local and abroad) of related personnel; preparation of manuals and guidelines; procedures for monitoring, feedback and evaluation of all INSAT educational programmes; establishment of a research base; establishment of a central information and documentation service (data base).

Project No. & Title:	IND/85/047 - Curriculum Development for Technician Education (Phase II)
Duration:	1985-1988
Funding Source:	UNDP - US$ 1,366,204
Description:	To provide support to thepolytechnic/technician education system in the country mainly through establishing capabilities for development, production and dissemination of instructional materials and information resources at the four technical teachers' training institutes at Chandigarh, Calcutta, Madras and Bhopal.

INDONESIA

Project No. & Title:	INS/85/003 - Strengthening Planning and Management Capabilities of the Provinces in the Education Sector
Duration:	1986-1990
Funding Source:	UNDP - US$ 2,835,323
Description:	The achievement of an effective capacity at the provincial level for the planning and management of educational policies and programmes suited to the specific needs of each province.

Project No. & Title: INS/85/022 - Educational and Cultural Policy Research and Development

Duration: 1986-1990

Funding Source: UNDP - US$ 905,926

Description: Quaatitative growth and qualitative improvements of education by means of assessing formulating and developing policies and strategies, and medium and long term planning, for the development of education and culture.

Project No. & Title: INS/85/036 - Practical Skills Training for Islamic Scho Senior High schools/Madrasah Aliya

Duration: 1988-1990

Funding Source: UNDP - US$ 380,000

Description: To prepare the foundations for national implementation of practical skill training programmes in three Madrasah Aliyah schools (Jember, Kendal and Garut), provide the basis of experience to a skill training unit attached to the Directorate General of Islamic Institutions Development. The three schools will be provided with equipment to introduce the subjects of electronics, automotive mechanics and dressmaking. The consultants and UN volunteers will assist in curriculum development, staff development and in establishing the system of skill training in those schools.

KIRIBATI

Project No. & Title: KIR/85/P01 - Introduction of Population Education into the School System

Duration: 1985-April 1990

Funding Source: UNFPA - US$ 70,709

Description: To help create a consciousness that a reduction of the population growth rate would result in the enhancement of a better quality of life for the people as a whole.

LAO PEOPLE'S DEMOCRATIC REPUBLIC

Project No. & Title: LAO/82/015 - Improvement of Science Teaching and Secondary Teacher Training

Duration: 1984-1989

Funding Source: UNDP - US$ 1,763,550

Description: To provide students with an adequate background knowledge of science and mathematics subjects with a view to making them directly productive in skilled jobs or else sufficiently well-prepared to pursue further technical training required for meeting the country's manpower needs in all sectors of the economy.

Project No. & Title: LAO/82/018 - Assistance a L'ecole Professionnelle de Luang Prabang

Duration: October 1985-September 1988

Funding Source: UNDP - US$ 1,492,222

Description: To develop the Technical School of Luang Prabang to provide for vocational training by strengthening the four existing departments and establishing three additional departments.

Project No. & Title: LAO/86/012 - Planning of Development of Education and Human Resources

Duration: 1986-1989

Funding Source: UNDP - US$ 544,828

Description: Strengthening of educational planning, implementation, management and evaluation for optimal utilization of resources and internal and external efficiency of the national education system:
1) improved availability of reliable and relevant information on the progress and trends in the development of the national education system and long term needs in qualified manpower;
2) Development of mechanisms and methodology for integrated planning of education;
3) Increased management capacities at the Ministry of Education and provincial and local educational administrations;
4) Development of school mapping to rationalize the coverage of education.

Project No. & Title: LAO/85/022 - Improvement of Foreign Language Teaching

Duration: 1987-1990

Funding Source:	UNDP - US$ 1,802,523
Description:	1) To improve quality of English and French teaching at IUPV; 2) To improve quality of interpretation and translation courses for governmental officials; 3) To produce appropriate instructional materials; 4) To install equipment for language learning and train necessary technicians
Project No. & Title:	522-LAO-10 - Expansion and Renovation of the University Institute for Pedagogy, Vientiane
Duration:	1987-1989
Funding Source:	AGFUND-FIT - US$ 442,500
Description:	Assist the Government of Lao PDR to improve the training and upgrading of secondary teachers, more specifically in the areas of basic science and mathematics by: 1) Construction of physical facilities including classrooms, laboratories and rooms for teachers; 2) Renovation of existing buildings for the administration, the library, the documentation centre and the classrooms; 3) re-arrangement of the campus, landscaping the exterior.

MALDIVES

Project No. & Title:	MDV/84/P01 - Population Education in Formal and Non-formal Education
Duration:	1984-1989
Funding Source:	UNFPA - US$ 152,401
Description:	1) Enable EDC to conduct awareness campaign through training of five staff members 2) Develop population awareness curriculum for integration in on-going environmental, social science and science primary and secondary school courses as well as for non-formal and adult education programmes 3) Train island and atoll personnel and 500 teachers, through workshops, in application of the curricula 4) Promote population education through radio broadcasting and publications

Project No. & Title: 507/MDV/10 - Development of the Institute for Teacher Education

Duration: 1986-1988

Funding Source: FRG-FIT - US$ 729,904

Description: Expand student intake capacity from 48 in 1983 to 100 in 1988; train seven new teacher-educators and upgrade the present six teacher-educators; improve teaching facilities; upgrade 300 teachers through in-service courses.

Project No. & Title: 522-MDV-10 - Development of the Institute for Teacher Education

Duration: 1985-1990 (initial period 1985-1987)

Funding Source: AGFUND-FIT - US$ 420,400

Description: Construct the teacher training institute within the Education Research Centre complex

MYANMAR

Project No. & Title: MYA/78/002 - Development of Technician Training

Duration: 1978-1989

Funding Source: UNDP - US$ 933,936

Description:
1) Initially aimed at development of Regional Colleges for technician/technology training
2) Later, Revise and concentrate its objectives on new orientation to training in technical schools/institutes run by the Ministry of Education

Project No. & Title: MYA/83/003 - Upgrading of the Training of English Language Teachers

Duration: 1985-1988

Funding Source: UNDP - US$ 331,500

Description: To provide teacher trainers with advanced training in English speaking countries. To strengthen one of the language laboratories within the Ministry of Education, with technologically modern audio-visual equipment for the purpose of developing new methods, practices, teaching materials.

NEPAL

Project No. & Title:	NEP/86/008 - Education for Rural Development in Seti Zone (Phase II)
Duration:	1987-1991
Funding Source:	UNDP - US$ 953,941
Description:	1) The District Education Office in Doti, Bajhang, Bajura, Achan, Kalali will have assumed full responsibility for the management of the project 2) Various innovative approaches piloted during the project life constituting a new system of basic education will be finalized and prepared for national implementation 3) The testing of the project's in-service teacher training programme will be completed and full-scale implementation will begin in the new teacher training centre

Project No. & Title:	NEPL6022 - Technical Assistance to Science Education
Duration:	1986-1990
Funding Source:	UNDP - US$ 1,896,320
Description:	To improve capabilities of the Ministry of Education in planning, management, monitoring, curriculum development in science, maths education at the secondary school level.

Project No. & Title:	NEP/80/P08 - Population Education in the Formal Education System
Duration:	1980-1987
Funding Source:	UNFPA - US$ 283,918
Description:	Curriculum development, material development, training of personnel and evaluation
Project No. & Title:	NEP/83/P12 - Introduction of Population Education in Non-formal and Adult Education
Duration:	1984-1987
Funding Source:	UNFPA - US$ 104,350
Description:	Review draft integrated curricula with a view to revising it into sets of needs and problems based curricula besides reflecting in it the new population education concepts for different adult education audiences; - develop minimum

learning packages to meet the learning needs of different audiences; - develop special audio-visual and written materials for illiterate, semi-literate and literate audiences in rural and urban communities; - develop training packages for the training of adult education teachers and their supervisors; and prepare final draft of field worker's manual

Project No. & Title: NEPH6008 - UNICEF Assistance to Education for Rural Development in Seti Zone (Phase II)

Duration: 1987-1991

Funding Source: UNDP/UNICEF - US$ 625,912

Description: The UNICEF contribution to NEP/86/008 represents financial assistance to various aspects of its activities, mainly local personnel, training and equipment.

Project No. & Title: 522-NEP-10 - Teacher Training College Building and Equipment

Duration: 1986-1990

Funding Source: AGFUND-FIT - US$ 575,000

Description: Construction of 20 buildings with a total floor areas of 3.420 m2

Project No. & Title: 504/NEP/11 - Expanding Access of Girls and Women to Education (Phase II)

Duration: 1983-1990

Funding Source: Norwegian FIT - US$ 974,677

Description: To construct and equip one main hostel,two feeder hostels and ten multi-purpose science laboratories. Repairs and maintenance for classrooms and feeder hostels at 13 secondary schools. Fellowships for the development of the staff of the project implementation unit.

Project No. & Title: 504/NEP/12 - Education Needs of Girls in Remote Areas of Nepal: Hostel Construction and Training (Phase III)

Duration: 1989-1991/92

Funding Source: Norwegian FIT - US$ 742,900

Description:	1) Construction and equipping of 6 feeder hostels for a capacity of 21 girls each, including warden's quarters, in areas of low primary school enrolment of girls 2) Training of initiators, hostel and school users, and other related technical staff, in maintenance of existing hostels and those to be built under this project 3) Provision of tool kits to existing and new hostels 4) Production and dissemination of three manuals on maintenance of educational buildings, hostel design guidelines, and schools improvement

SAMOA

Project No. & Title:	SAM/85/P01 - Introduction of Population Education into the Primary and Secondary School Systems
Duration:	1985-1988
Funding Source:	UNFPA - US$ 75,400
Description:	To develop instructional materials in population education; to train primary and secondary teachers and college lecturers to enable them to teach population education effectively.

Project No. & Title:	SAM/85/004 - Teacher Training
Duration:	1986-1989
Funding Source:	UNDP - US$ 156,500
Description:	Training at the University of the South Pacific.

SRI LANKA

Project No. & Title:	SRL/81/013 - National Technical Teacher Training College
Duration:	1983-1985
Funding Source:	UNDP - US$ 701,149
Description:	To expand and upgrade technical and vocational education to meet growing demands for technically trained and qualified manpower for national development. To develop technical teacher training skills through fellowship training and study tours.

Project No. & Title:	SRL/85/001 - Strengthening selected Programmes of the National Institute of Education (NIE)
Duration:	1985-1988

Funding Source:	UNDP - US$ 744,508
Description:	1) Training and resource development: comprehensive training plan for NIE staff; fully trained core group of 18 NIE staff; minimum of 200 NIE staff who receive pre or in-service training; published training materials already tested through NIE training programmes; functioning learning resurce centre. 2) Policy research and programme evaluation: six state-of-the art reviews and synthesis of knowledge base relevant to main proposals of the education reform; published long-term plan for NIE; published source book on the management of educational development; set of case studies on successful school practices in Sri Lanka; manual for project formulation implementation and evaluation in educational development; manual for self-development of schools and other educational institutions. 3) Organization and management of NIE: published account of meetings of NIE council, academic affairs board and international/national panels; published master plan of the NIE's internal organization; linkages and networking arrangements with selected regional and international institutions; central library and documentation system.
Project No. & Title:	504/SRL/10 - Teaching of English as a Second Language
Duration:	1979-1985
Funding Source:	Norwegian FIT - US$ 1,080,600
Description:	To teach English from grade III at age 8 plus. This project will concern itself with developing curriculum materials and the methods of using such materials in primary schools, as well as the training of teachers for English language.
Project No. & Title:	522/SRL/10 - Life Skills Adult Education for Rural Development
Duration:	1988-1991
Funding Source:	AGFUND - US$ 265,500
Description:	a) To conceive a strategy to promote income-generating skills through adult education b) To develop instructinal programmes, course guides, manuals, self-learning materials, etc. c) To train personnel, including teachers and

administrators, required for life skills adult education programmes
d) To produce audio-visual aids, including materials for use by radio and television

TONGA

Project No. & Title: TON/85/P01 - Population Education and Awareness

Duration: 1985-1989 (second phase)

Funding Source: UNFPA - US$ 86,610

Description: To help reduce population growth rate and enhance quality of life by introducing population education in the school curriculum and in non-formal education.

TRUST TERRITORIES IN THE PACIFIC

Project No. & Title: TTP/85/P02 - Population Education in the Formal and Non-formal Education System of Palau

Duration: 1985-1987

Funding Source: UNFPA - US$ 85,657

Description: To develop instructional materials in population education in upper elementary and high school science, social studies, home economics and career education.

VANUATU

Project No. & Title: VAN/L6/002 - Educational Planner (Preparatory Assistance)

Duration: One year

Funding Source: UNDP - US$ 247,500

Description: The project will assist in establishing 1) an educational planning and implementation unit in the Ministry of Education
2) a co-ordinated system of procedures for the implementation and monitoring of the education sector plan, programmes and projects
3) a management/data information system and related procedures
4) a system and programmes for training national staff in order to achieve localisation of all key professional posts of the unit and

	5) finalizing the full project document for expanded assistance in this area.
Project No. & Title:	VAN/85/P01 - Integration of Population Education into the Formal and Non-formal Education Programmes
Duration:	1986-1989
Funding Source:	UNFPA - US$ 94,554
Description:	To introduce population education into secondary schools and non-formal programmes through development of instructional materials, training of teachers and community development workers.

VIET NAM, SOCIALIST REPUBLIC OF

Project No. & Title:	VIE/80/052 - Upgrading of the Faculty of Biology and Agricultural Techniques, Hanoi Teacher Training College
Duration:	1983-1987
Funding Source:	UNDP - US$ 500,000
Description:	To upgrade the science laboratory facilities and to improve pre- and in-service training programmes in agricultural techniques and related areas for teachers and teacher educators.
Project No. & Title:	VIE/84/P06 - Population Education in the Formal and Complementary Education System
Duration:	1984-1989
Funding Source:	UNFPA - US$ 576,798
Description:	i) To integrate population education into the curricula of kindergarten, primary and secondary schools, in-service and pre-service training of teachers and complementary education; ii) To develop teaching competencies among the trainers, school teachers and field workers; iii) To develop teaching/learning and audio-visual materials for developing target audiences in formal and complementary education; and iv) To implement population education programme in 5 pilot provinces.

Project No. & Title: VIE/87/P06 - Family Life and Sex Education

Duration: 1987

Funding Source: UNFPA - US$ 20,800

Description: To develop minimum national expertise and material base for launching a national project to introduce family life and sex education in the education system of the country.

Project No. & Title: VIE/88/P08 - Parent Education

Duration: 1988-1991

Funding Source: UNFPA - US$ 200,000

Description: To contribute i) to the improvement of children's quality of life especially those below the age of 6 years;
ii) to reduce children's morbidity and mortality rates and iii) to reduce the fertility rate, thereby achieving the long term objectives of national population education policy

Project No. & Title: VIE/88/P09 - Family Life and Sex Education

Duration: 1988-1991

Funding Source: UNFPA - US$ 172,265

Description: To conduct family life and human sexuality survey, develop experimental curricula and integrated family life and sex education concepts into school subjects from grades IX to XII in addition to developing learning/teaching and training materials, and included questions in national and public examinations, provided pre-service and in-service training to school teachers, and institutionalized population education including family life and sex education in the pre and in-service curricula of teachers training institutes.

Project No. & Title: VIE/88/P10 - Population Education Programme in Formal and Non-formal Education

Duration: 1988-1989

Funding Source: UNFPA - US$ 495,135

Description: i) to contribute to the realization of the population policy of the countries which is aimed at reducing the rate of population growth and at redistributing population from densely populated areas to less populated areas and

ii) to institutionalize population education in the formal, complementary and teacher education systems in Viet Nam

Project No. & Title: VIE/88/012 - Strengthening of the Faculty of Chemistry, Hanoi Teacher Training College

Duration: 1989 (preparatory assistance)

Funding Source: UNDP - US$ 500,000

Description:

i) to examine the existing facilities, in close co-operation and consultation with representatives of the Chemistry Department of Hanoi TTCI and of the Ministry of Education, with a view to updating chemistry school teacher education and training in the use of modern scientific equipment

ii) to evaluate and determine the possibility of involving local industries in the production of chemistry education materials and equipment

iii) To determine the needs for introduction of new equipment and teaching aids and materials to the Chemistry Department

iv) to ascertain the exact needs for external assistance in the modification of training activities organized by the Chemistry Department of Hanoi TTCI

v) To prepare, upon completion of (i), (ii), (iii) and (iv) above, a detailed project document for UNDP assistance, taking into consideration the assistance available to the Chemistry Department from other sources

ANNEX

PROAP PUBLICATIONS PRODUCED IN 1989

General

Bulletin of the Unesco Principal Regional Office for Asia and the Pacific. *Educational reforms in Asia*, No. 29, 1988. 154 p.

Education in Asia and the Pacific: Reviews, reports and notes, No. 25, December 1988. 122 p.

Education for All in Asia and the Pacific - A regional review. East Asia and the Pacific Regional Conference on Education for All, Manila, 4-6 December 1989. South and Central Asia Regional Conference on Education for All, Dhaka, 9-11 December 1989. 32 p.

Educational Facilities Development Service (EFDS)

Educational Building Digest:
- *No. 2. Small buildings in earthquake areas.* 10 p.
- *No. 7. Design against fire in schools.* 12 p.
- *No. 13. Exemples de Plans pour Internats.* 1988. 16 p.
- *No. 15. Projets pour Ecoles Normales Primaires.* 1988. 16 p.
- *No. 20. Safety considerations in educational buildings and furniture design.* 1988. 12 p.

Primary school buildings: standards, norms and design. 15 p. (reprint)

Asean Worlddidac Expo '89, Leaflet. Singapore, 9-13 May 1989.

School building maintenance planning: a preliminary view of current knowledge. 45 p.

Unesco-AGFUND Regional Project 522 RAS 10. *Development of educational facilities in Asia and the Pacific*. Project Report 8 May 1988 - October 1988. 22 p.

Asia and the Pacific Programme of Educational Innovation for Development (APEID)

New development in primary education. Occasional Paper No. 15. 51 p.

ACEID Newsletter, No. 35, 1989. 24 p.

Science for All: Strategies for curriculum development and teacher training. Report of the Regional Training Workshop for Science Curriculum Developers and Teacher Educators, Islamabad, 19-31 October 1985. 99 p.

A fresh look at teaching physics at school level. Report of the Unesco Regional Workshop on the Training of Physics Teachers, 18-28 November 1986. 97 p.

Reform in teacher education: alternative structures and strategies. Report of an APEID Regional Study Group Meeting on Reform in Teacher Education: Alternative Structures and Innovative Strategies, Republic of Korea, 10-19 October 1988. 79 p.

APEID in brief. Brochure.

Implementation of reforms for improving the quality and effectiveness of secondary education. Occasional Paper No. 16. 38 p.

Education as a process. Occasional Paper No. 17. 14 p.

Coping with drop-out: a handbook (reprint). 34 p.

Multigrade teaching in single teacher primary schools. 100 p.

The future of education in Asia and the Pacific. 15 p.

Participation in innovation. Report of participatory activities. 105 p.

Reorientation and reform of secondary education in Asia and the Pacific region: a status report. 81 p.

Technical papers on computer education, 1. Training of teachers in computer education. 1989. 27 p.

Continuing education for early primary school-leavers. Report of a Technical Working Group Meeting, Chiangmai, Thailand, 4-11 October 1988. 54 p.

Resources for chemistry learning and teaching. 123 p.

Asia-Pacific Programme of Education for All (APPEAL)

APPEAL Training Materials for Literacy Personnel (ATLP): *Volume 1: Principles of curriculum design for literacy training*. 70 p.

Volume 2: Principles of resource design for literacy training. 39 p.

Volume 5: Exemplar training manual I - extra money for the family. 48 p.

Volume 6: Exemplar training manual II - our forests. 45 p.

Volume 7: Exemplar training manual III - village co-operatives. 44 p.

Volume 8: Exemplar training manual IV - health services. 40 p.

Volume 9: Specifications for additional exemplar training manual. 75 p.

Prospectus. First Sub-Regional Workshop on Training of Literacy Personnel. 14 p.

Asia-Pacific Programme of Education for All (APPEAL). (Reprint). 49 p.

APPEAL in brief. Brochure. (Reprint)

Prospectus. Second Sub-Regional Workshop for Training of Literacy Personnel, 15-29 November 1989, India. 15 p.

First Meeting for Regional Co-ordination of APPEAL. *Final report*. November 1988. Bangkok. 62 p.

Educational Advisory Service (EAS)

Academic staff development in higher education. Report of a Regional Workshop at University of New England. Armidale, Australia. 66 p. (Reprint)

Academic staff development units in universities. 67 p.

Science, technology and outreach courses by distance education: a workshop report. 67 p.

The first three years: a sourcebook on early childhood care and education. 125 p.

Regional resource centre in distance education; report of the founding seminar. Bangkok, 27 June - 1 July 1989. 39 p.

Regional Workshop on the Use of Computers in the Management of Higher Education Institutions. *Final report*. University of New England, Armidale, Australia, 24-29 September 1989. 65 p.

Population Education Programme Service (PES)

Family life and sex education. *Abstract-bibliography, Series 9*. 82 p.

Evaluative research in population education; *manual arising out of a Regional Training Workshop*, Manila, 20-31 May 1985. 142 p.

Learning experiences in population education, vol. II - for the formal education system. 106 p.

Learning experiences in population education, vol. III - for the non-formal education system. 109 p.

Population Education Newsletter and Forum No. 30. 1989. 28 p.

Population Education Newsletter and Forum No. 31. 1989. 32 p.

Multi Media Package on Population Education for Special Interest Groups. (8 booklets, 1 comic book, flash cards, 2 flipcharts, 7 posters, 1 leaflet, 4 slidetapes and audio-scripts):